OUR ENGLISH

BOOK ONE

JOSEPH V. DENNEY
ELEANOR L. SKINNER
ADA M. SKINNER

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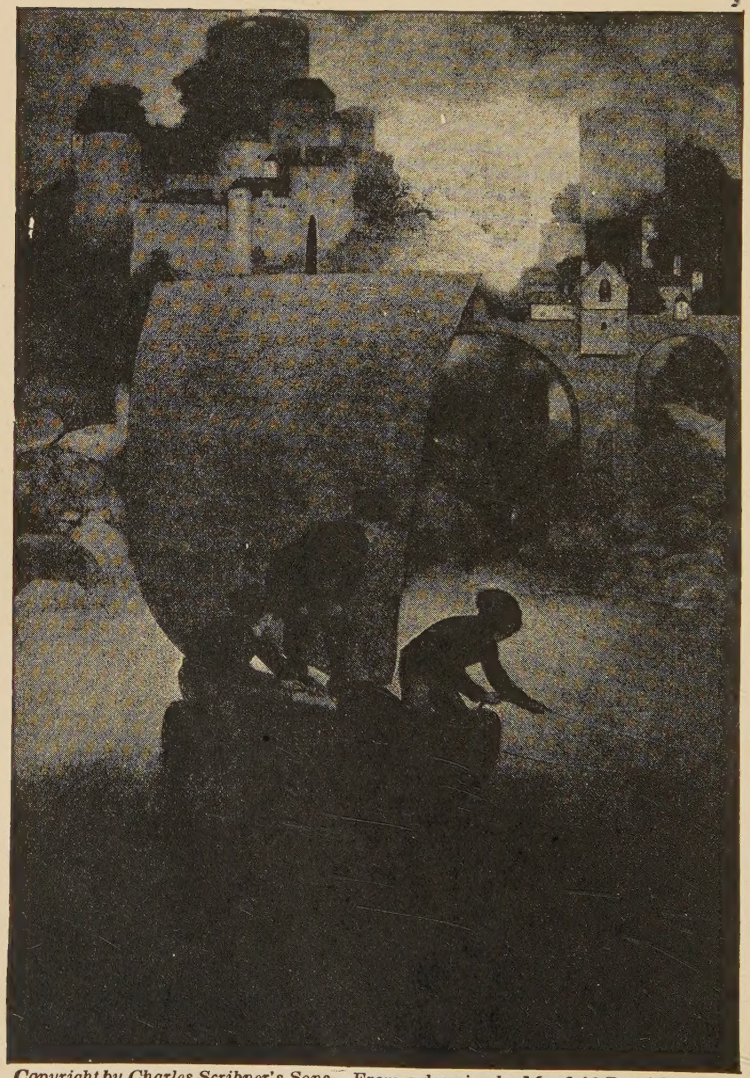

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WYNKEN, BLYNKEN, AND NOD.

OUR ENGLISH

BOOK ONE

BY

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CHARLES SCRIBNER'S SONS

NEW YORK CHICAGO BOSTON

ATLANTA SAN FRANCISCO

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Printed in the United States of America

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PREFACE

This series of language-books which we have called OUR ENGLISH is based upon certain convictions that are the outgrowth of long experience in the various grades of school work. The authors are convinced that English teachers and their pupils may work with satisfaction, with pleasure, with the certainty of success. Good results are measured by the pupil in terms of his own personal interest and achievement. The teacher, however, knows that good results stand at the very end of a long progressive movement in which every step is well calculated and nothing is left to chance or happy accident. The teacher wins good results by setting up a definite and limited objective for each day's effort, by motivation, both social and personal, of which the pupil is kept informed, and by taking account of the power of language-habit and of social compulsion.

A text-book is of advantage in naming specific objectives, suggesting specific motives, supplying habit-forming drills, games, and competitions, and, most of all, in providing an abundance of varied and interesting material, carefully graded to meet the well-ascertained interests, capacity, and needs of developing childhood and youth. Normal, spontaneous interests

must never be violated; but the school and the text-book are compelled to select and discriminate, in order that the work of the artist teacher may proceed with certainty and without waste. For the painful prevision that is necessary to determine the best-graded order of topics, the text-book is indispensable as a time-saver.

Since the schools of America teach English not merely as an attractive individual accomplishment, but chiefly as an imperative social necessity, an instrumentality indispensable in our democracy for raising the level of community intelligence, we have utilized in these books the little citizen motive, beginning with home, school, and occupations, and extending to matters of community concern that presuppose capacity for unselfish service. In furtherance of this idea, group projects with suitable civic ends in view are suggested and outlined in detail.

Training in team-work, however, is not limited to these projects. It is encouraged in the class club, in committee undertakings, in the school paper, in the class book, and by other devices. Co-operative composition as well as co-operative criticism increases the number of real social situations demanding not merely self-expression, but intelligible communication and the recognition of audience. This last is promoted especially by the large amount of oral work provided for in these books. Dramatization, too, while offering many other admirable forms of training, has a special interest here on account of its power to transform

situations remote from the pupils' personal experience into situations of immediate reality. The spirit fostered by these various forms of co-operation is the spirit of true teaching and learning. It should rule in all grades of schools as it has ruled for many years in the primary grades. It motivates the formal, the conventional, the arbitrary, the peculiar, of which there is much in English composition and English grammar, by presenting considerations of common courtesy in our common American life. It makes English work count for mutual helpfulness and tolerance, as well as for knowledge and self-interest.

Attention is also directed to the following:

1. The recognition of the teacher, as well as the pupil, in every lesson.

2. The constructive attitude toward grammar and composition and the complete correlation of practice and theory.

3. The general method of progress from experience in life to literature, then to composition and criticism.

4. The adjustment of varied material and diversified exercises to the capacity of the pupil for successful performance.

5. The proportioning of treatment by the rule of relative importance.

6. The frank recognition of the need for frequent reviews, incidental reminders, and the spiral mode of progress in school work.

7. The constant appeal to curiosity as an incentive to initiative, enterprise, and keen observation.

8. The gradual development of a habit of self-criticism and confidence in capacity for self-improvement.

9. The recognition of the existence of the dictionary, the encyclopædia, the librarian, the library, and the other sources of information in the community, with utilization of the interview and the report.

10. The letter studied not merely for form but for appropriate content and the use of actual correspondence between classes and schools, on matters of business.

11. The preservation of the same spirit in the treatment of grammar, composition, and reading.

Nothing proposed in these books is offered as an untried experiment. The authors desire here to express their gratitude to fellow teachers who during the last four years have tested in their classes the numerous innovations included in the series.

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ACKNOWLEDGMENTS

For permission to use selections, we are indebted to the following:

Mrs. Alice Aspinwall for "The Tale of a Mouse" from *Short Stories for Short People.*

Miss Martha P. Bennett for the poem "Hats off," by Henry Holcomb Bennett.

Mrs. James Mapes Dodge for "Soap Bubbles," by Mary Mapes Dodge.

Mrs. Josephine Scribner Gates for "The Children's Club," a selection from *Live Doll Stories.*

Miss Angela M. Keyes for "The Sun and the Snow Man" from *Stories and Story-Telling.*

Miss Alice C. D. Riley for "The Slumber Boat."

Century Company for the story "A Friend in Brass Buttons," by Isabel Gorden Curtis.

Harper & Brothers for the poem "Children Sing," by Margaret E. Sangster.

Houghton, Mifflin Company for the following selections: "The Children's Hour," by Henry W. Longfellow; "Young George and the Colt," by Horace E. Scudder.

The Musson Book Company for "An Indian Lullaby," from *An Anthology of Canadian Verse.*

Charles Scribner's Sons for the following selections: "A Good Play" from *A Child's Garden of Verses,* by Robert Louis Stevenson; "Ducks' Ditty" from *The Wind in the Willows,* by Kenneth Grahame; "Little Bridget's Bath," by Frank R. Stockton; "My Week" from *Rhymes and Jingles,* by Mary Mapes Dodge; "The Borrowed Book," a selection from the works of Wilbur F. Gordy; "The Little House," a selection from *The Little White Bird,* by James M. Barrie.

Frederick A. Stokes Company for the selections: "Story-Telling in a Boat" from *When They Were Children,* by Amy Steedman; and "The Little Fir Tree" from *Days and Days,* by Annette Wynne.

Wayne Publishing Company for "The Kind Shepherd" from *The Gentlest Giant,* by Anna Bird Stewart.

Youth's Companion for "Little Bird Blue."

PART ONE

-R·M-BRINKERHOFF-

PART ONE

1. A GAME TO PLAY

These children are playing the game "Find Your Neighbor." It is their first day at school, and they are having fun learning one another's names.

Wouldn't you enjoy playing this game? On a slip of paper write the number of the row in which you sit. Under this, write the number of your seat in the row. On the third line write the words, Find your neighbor. Your slip will look like this:

Row 3 Seat 4 Find your neighbor.

Two pupils will gather the slips. They will mix them and give them out again.

Read the paper which you hold. Then find your neighbor. Go to him and say, "Good morning, neighbor." Tell him your name and ask him to tell you his. He will tell you his name and will say, "I am glad to know you."

When you know one another, you can have happy times working and playing together.

2. STORY-TELLING

The picture shows fun which some children had at the zoo. Robert, one of the little boys, lost his cap there. When he reached home he told his mother how it happened. Here is Robert's story:

> Bess, the big elephant, played a trick on me today, mother. I offered her some peanuts. Instead of taking them, she lifted my cap with her trunk. Then she tossed my cap up into the air. All the children laughed and laughed! Soon the keeper got it and brought it back to me.

Robert's mother laughed when she heard about the elephant's trick. She and Robert enjoyed the fun together.

Robert is a good story-teller. He didn't try to tell everything that happened at the zoo. He knew his mother would enjoy best, hearing about what Bess did when he offered her some peanuts.

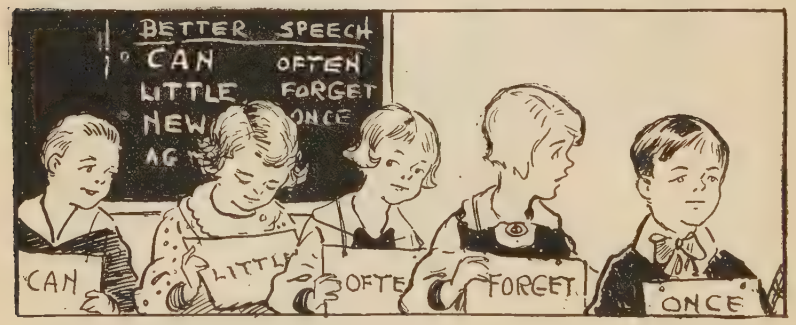
You can think of many good times which you had during the summer with your dog or some other pet. If you went to the country, you know stories about pigs, calves, and ponies. Did you see an animal perform a clever trick? Perhaps you went to a circus and you remember what the clown did to make you laugh. At a circus many things happen that make good stories.

Perhaps your teacher will let you have a story hour. Take time to think about your summer fun. Choose

the most interesting thing you can remember. Then at the story hour, tell your classmates about it.

3. BETTER SPEECH

These children are having a Better Speech procession because they can pronounce correctly every word



on the banners. They couldn't all do this the first time they tried. After a little practice each day for a week, every child could pronounce correctly not only the word on his own banner, but also those on all the other banners, too. Then these children had a Better Speech procession.

Leave a space on your blackboard for bulletins, and write at the top, Better Speech. Copy on the board the words which are on the banners. Pronounce them for a few minutes every day for one week. Try to pronounce them correctly when you use them in your every-day speech.

4. A WORD GAME

Here is a word game for you to play. In single file walk past the windows in your room and look out. Your teacher will start the game by asking one of you to name something that you saw. Answer her. Then ask a classmate to tell what he saw. He will answer and carry on the game. The questions and answers are like these:

Teacher. What did you see, Mary?

Mary. I saw an automobile. What did you see, John?

John. I saw a horse and wagon. What did you see, Alice?

Any one who uses seen for saw is out of the game.

In giving your answer, you will use the expression saw a or saw an. Pronounce these words slowly and correctly. Do not say sorra or sorn.

It is fun to keep score when you play language games. Choose a pupil to keep the record on the board. He will write a figure for each row. If any one makes a mistake, the score keeper will put a cross (x) under the number of that pupil's row. The rows with no crosses score perfect.

5. THE LULLABY

One evening, when the moon like a silver boat was sailing in the sky, a mother put her baby to sleep while

she sang this poem. Your teacher will read this slumber song to you:

The Slumber Boat

Baby's boat's the silver moon,
Sailing in the sky,
Sailing o'er the sea of sleep,
While the clouds float by.
Sail, Baby, sail
Out upon that sea,
Only don't forget to sail
Back again to me.

ALICE C. D. RILEY

You may be sure that Baby sailed back to mother. In what kind of a boat did Baby sail? When does the moon look like a silver boat sailing? If you could sing this song, to whom would you sing it at home? When would you sing it?

A poem that we sing when we lull a baby to sleep is called a lullaby.

How many of you have ever helped to put a baby to sleep? Did you sing a lullaby?

Here are the words of a lullaby which the Indian mother often sings to her little papoose as he lies in his swing or hammock among the tr[illegible]. Your teacher will read it to you. As you listen, t[illegible] see the little papoose swinging in his cradle.

An Indian Lullaby

Little brown baby-bird, lapped in your nest,
Wrapped in your nest,
Strapped in your nest,
Your straight little cradle-board rocks you to rest;
Its hands are your nest,
Its bands are your nest;
It swings from the down-bending branch of the oak;
You watch the camp flame, and the curling gray smoke;
But, oh, for your pretty black eyes, sleep is best,—
Little brown baby of mine, go to rest.

E. PAULINE JOHNSON

Before the Indian mother finished this lullaby, the papoose was asleep. Why is the pet name "little brown baby-bird" a good one for this baby? Describe the baby's nest. What keeps the baby from falling out of its nest? What does the baby watch from its cradle?

The words of a lullaby make you think of a cradle or a chair rocking. Together read "The Slumber Boat" and "An Indian Lullaby" and play you are rocking a baby. Show the swinging motion with your hand and arm. Speak the lines very softly.

Here are the beginning lines of other lullabies:

1. Sleep, baby, sleep;
   Thy Father watches his sheep.

2. Sleep, little pigeon, and fold your wings.

3. Slumber, slumber, little one, now.
The bird is asleep in his nest on the bough.

4. Sweet and low, sweet and low,
Wind of the western sea.

Can you recite one of these? If you know another lullaby, recite it to your classmates.

6. LEARNING A POEM BY HEART

Learn the lullaby, "The Slumber Boat." Some one at home would enjoy hearing you say it.

Here are some directions which will help you to learn a poem exactly as the poet wrote it.

1. With your teacher, read aloud several times the entire poem.
2. Close your book and try to repeat the lines aloud.
3. If any words slipped your memory, open your book and read the poem again. Notice carefully the word or words which you forgot.
4. Once more close your book and try to repeat the lines.

Perhaps you will need to open your book several times before you can say the lines without making a mistake. When you can repeat the poem without help, you have memorized it.

7. STUDY OF A PICTURE

Little Gardeners

Here are Jack Miller and his sister Polly. Their dog's name is Sport. The children are spending the summer with their grandfather on a farm. What have they in their cart? What are they going to do with the vegetables? The picture is called "Little Gardeners." Who are the little gardeners? You see that Jack and Polly are thrifty children. What work did they do in the garden? Did Sport help them? How?

Have you ever worked in a garden? What kind of work did you do there?

8. HOW TO WRITE NAMES OF PERSONS

You have known for a long time how to write your own name. With what kind of letter do you begin each word in it?

In the picture you see three letters on the side of the cart. These stand for Jack's name. His full name is Jack William Miller. Which letter of each word of his name is on the cart? Notice that these letters are all capitals. Each is followed by a little mark like this (.) called a period.

The first letter of a person's name is called an initial. We sometimes use one or more of our initials to mark things that belong to us. Boys are fond of printing their initials on their carts, sleds, and toy automobiles. We can shorten our name by using an initial; as, J. W. Miller.

When writing initials, remember to use capital letters. Follow each initial with a period.

Something to Write

1. Write your full name.
2. Shorten it by using an initial for your first and for your middle name.
3. Write your initials.
4. Write your father's name, using one initial.

9. A GAME

Play that you go on an errand to one of these places:

grocery	drug store	candy shop
bakery	dry goods shop	toy shop
market	hardware store	fruit stand
book store	five and ten cent store	butcher's shop

Buy three things. A classmate will ask you what you bought at a shop which he will name. The questions and answers go like this:

Jack. What did you buy at the fruit stand, Lucy?
Lucy. I bought oranges, apples, and pears.

In her answer, Lucy used the word and only once. She didn't say, "I bought oranges and apples and pears." It does not sound well to use the word and too often.

If you use the word and more than once in naming what you bought, you are out of the game.

10. HELPING AT HOME

Every day there is work to be done at home, both indoors and out of doors. What work must be done at home every morning? What work must be done every evening?

You have all helped to do some kind of home work on Saturdays. Tell one another about what you did.

Before you begin, read these two ways of telling about some work which a little boy did.

> In spring father and I made garden beds and first we dug the earth and planted the seeds and several times a week we hoed around the little plants that sprouted and when the weeds came, we pulled them out.

> In spring father and I made garden beds. First, we dug the earth and planted the seeds. Several times a week we hoed around the little plants that sprouted. When the weeds came, we pulled them out.

You see that the same thoughts are told in each story. Which way of telling the story do you like the better? Why? Do not string together the thoughts in your story by using the word and too often. Now tell your story.

Here are some things which boys and girls do to help at home.

1. They help to get breakfast.
2. They wash dishes.
3. They sweep the porch.
4. They do errands.
5. They answer telephone calls.
6. They cut grass.

Perhaps you help in some other way.

Tell who gave the best story about helping at home.

Did any one use the word and too often in telling his story?

11. A POEM TO ENJOY

What a merry time the wind has with the autumn leaves when he sends them scampering, dancing, and romping with all their might. And they like the fun!

Read this poem about the wind's frolic one day and see what a jolly playmate he is.

Leaves at Play

Scamper, little leaves, about
In the autumn sun;
I can hear the old Wind shout,
Laughing as you run.
And I haven't any doubt
That he likes the fun.

When you've run a month or so,
Very tired you'll get;
But the same old Wind, I know,
Will be laughing yet
When he tucks you in your snow—
Downy coverlet.

So, run on and have your play,
Romp with all your might;
Dance across the autumn day,
While the sun is bright.
Soon you'll hear the old Wind say,
"Little leaves, good night!"

FRANK DEMPSTER SHERMAN

What do autumn leaves make you think of as they scamper about? In which month do autumn leaves run and play? Where will the laughing wind tuck the leaves? When will he say "good night" to his playmates? What is a downy coverlet? What will the leaves do when they hear his "good night"? Memorize the poem "Leaves at Play."

12. A STORY TO READ

Here is a true story which happened on a farm. Read it silently.

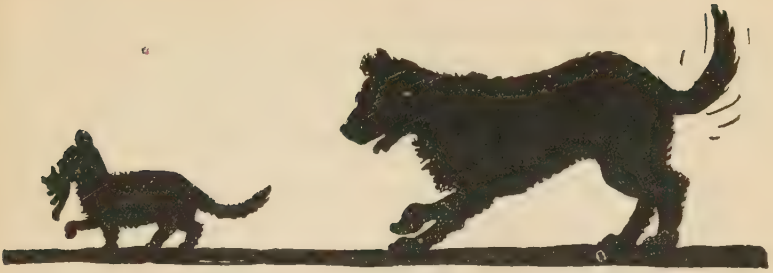
How Rover Helped Tabby

Tabby made up her mind to move. Her four kittens lay in a snug basket under the back porch. A carpenter had come to mend the steps; and when he began to tear away the boards, Tabby saw that her kittens were in danger. So she decided to find a new home for them.

After a careful search she found a quiet corner in the barn. It was a long way from the back porch to the old barn, but Tabby forgot the distance when she heard the carpenter hammering very near her little family.

She hurried back to the porch. Very carefully she took one kitten in her mouth, and carried it to the new home. Then she went back to the basket. Taking another kitten carefully in her mouth, she started again to the barn.

The sun was hot, and when poor Tabby reached the garden gate, she stopped to rest. Very gently



she laid her tiny kitten on the grass under a big apple tree where old Rover, the shepherd dog, lay dozing in the cool shade.

"Meow! meow!" said Tabby when he looked at her kitten.

Old Rover wagged his tail, blinked his eyes, and lay still; but he did not go to sleep again. He watched Tabby walk through the garden and carry her kitten into the barn. When she passed Rover on her way back, he jumped up and followed her to the basket under the porch. He watched her lift up a kitten and start once more toward the barn. Then, very carefully, he took the other kitten in his mouth and walked behind Tabby to her new home.

"Meow, Meow!" said Tabby, looking at Rover.

"Bow, wow, wow!" he answered.

There is an old saying that the cat and dog are not friends. This story shows that a cat and a dog may be good friends. Tell why Tabby decided to move. What did she mean when she put her kitten on the grass before Rover? Why is a barn a good home for

Tabby and her kittens? Some one called Tabby a clever cat. Do you think that she was clever? Tell why.

13. A PANTOMIME GAME

Sometimes, instead of speaking, we act our thoughts. If you wish a little playmate to come to you and he is too far away to hear you call, you beckon to him with your hand. Your playmate understands what you mean, although you do not say a word. This kind of acting is called pantomime. It is just like a moving picture.

Many of you have had fun in the following ways:

1. Blowing soap bubbles
2. Tossing and catching a ball
3. Skipping the rope
4. Flying a kite
5. Rocking a baby
6. Setting a table
7. Making a garden
8. Feeding the chickens
9. Picking flowers
10. Riding a bicycle
11. Wading in a stream
12. Rolling a hoop

Choose one of these numbers. Go before your class and pantomime the kind of fun which you have chosen. Your classmates will tell from your moving picture what you are doing.

14. A STORY IN PANTOMIME

Tabby and Rover could not talk to each other as boys and girls do; but when Tabby laid her kitten before Rover, he knew what she meant.

Play the story of Tabby and Rover in pantomime.

Remember that you are to act without speaking. How many players will you need? Where did Tabby rest for a few moments? What did Rover do when she stopped in front of him? You know what he did when she came back.

Find good places in your classroom for the porch, the garden gate, and the barn. What will you use for a basket of kittens? Remember that Tabby carried her kittens carefully.

Different pupils may play the parts of Tabby and Rover. After the first Tabby and Rover have given the pantomime, tell what you liked about it; also, tell how you think the playing might be improved. The next pupils that play Tabby and Rover should show improvement. When all have finished, choose the best Tabby and the best Rover.

15. FOR HOME AND SCHOOL

Your pets sometimes do amusing things which you could tell about. Horses and ponies often show how clever they are. Many times birds surprise us by the wonderful things that they do.

During the next week be on the lookout for something which makes an interesting animal story. Be ready to tell the class what you saw. Some children with sharp eyes and quick ears told these stories:

Jack's story:

> One day my pony was in the field. She started toward the barnyard to get a drink. The long

gate leading into the barnyard was closed. She pushed it open with her nose. Then she ran into the barnyard and got a drink.

Mary's story:

Once I was standing near a telegraph pole. Some little chips of wood fell on my dress. I heard tap, tap, tap, over my head. When I looked up, I saw a woodpecker. He was making a hole in the telegraph pole. I know why he was doing this. Do you?

Can you make your story as good as these?

16. A TALK ABOUT A PICTURE

Here are Tabby and her family in their new home. It has been a hard day for Tabby. What is she doing now? What are the kittens doing? Which one looks mischievous? Why is the barn a better place for the kittens than the basket under the porch?

Wouldn't it be fun if Tabby could talk! Imagine that she can. Ask her some questions about her new home and her family. One of you may answer as if you were Tabby.

17. MAKING SENTENCES

You used words to tell your thoughts about this picture. Here are some of the thoughts which you expressed.

1. The kittens are playing.
2. The black and white one looks mischievous.
3. Tabby is lying down.
4. Do you like your new home?
5. Will your kittens run away?

When you express a complete thought in words you use a sentence. Here you see five sentences. The first tells something about the kittens. What does the second sentence tell about the black and white one? What does the third tell about Tabby? The fourth sentence asks a question. Does the fifth sentence tell something, or does it ask a question?

You see that some sentences tell something; others ask questions.

For Practice

1. Use a sentence telling how many kittens you see in the picture.
2. Use a sentence telling who found the new home.
3. Use a sentence asking something about Rover.
4. Use a sentence telling something about Rover.
5. Use a sentence asking something about kitten fun.
6. Use a sentence telling something about kitten fun.
7. Use a sentence telling what kittens like to drink.

You can make many more sentences about Tabby and her kittens. Try to do so.

18. WRITING SENTENCES

Read these sentences:

1. Tabby is a good mother.
2. Rover was kind to the kittens.
3. Is he kind to little boys?
4. Do little boys like him?

With what kind of letter does each sentence begin? What kind of mark follows a sentence that tells something? This kind of mark (?) follows a question. It is called a question mark.

Dictation

With your book closed you are going to write the sentences about Rover, Tabby, and her kittens. Your teacher will read them to you. Listen carefully. She will read each sentence but once. When she has finished reading a sentence, think whether the sentence tells something or asks a question. As soon as you are sure, write your sentence.

19. MAKING YOUR OWN RIDDLES

Guessing riddles makes a good game. Have you ever tried to make your own riddles? You can easily do so. Here is one that a little boy made about an animal.

> He is a nimble little fellow. His teeth are sharp and strong. He cracks nuts with them. At night he uses his tail for a blanket. What is he?

You soon got the answer to that one. Was it too easy to guess? Try this one.

> He is the largest animal I have ever seen. His trunk always goes with him. But he does not carry clothes in it. I saw him in a parade. What is he?

Only a few sentences are used to tell these riddles. Of course, the names of the animals are not told in the riddles. You are to guess the names.

Make riddles about these animals and have a guessing game:

a lion	a mouse	a dog
a pig	a pony	a monkey
a camel	a rabbit	a kitten
a horse	a cow	a sheep

First, choose the animal about which you are going to make a riddle. Then tell just enough about it to help the guesser. Do not make it too easy. Tell your hints in short clear sentences. End your riddle by asking a question; such as, Do you know the name of my animal? or, What is he?

On the blackboard your teacher will write several of the riddles which you made. Read them aloud. Do they give good hints for the guesser? Is any one of them too easy? Are the sentences clear; that is, do you understand what each means? Can you make the riddles better in any way?

20. DAYS OF THE WEEK

This rhyme tells what work a little girl did for her dolls on each day of the week.

My Week

On Monday I wash my dollies' clothes,
On Tuesday, smoothly press them;

On Wednesday, mend their little hose,
On Thursday, neatly dress them.
On Friday I play they're taken ill,
On Saturday, something or other;
But when Sunday comes, I say, "Lie still;
I'm going to church with mother."

MARY MAPES DODGE

On which day did she do the hardest work? On which day did she do no work? Which one of these days is always a holiday?

This rhyme names in order every day in a week. With what kind of letter do the names of the days begin?

Learn to spell the names of the days. Be careful about Tuesday and Wednesday. They are the hardest. You will sometimes use the name of a day in writing stories and letters.

Remember that the names of the days begin with capital letters.

Something to Write

A classmate will ask you a question about what you did on some day in the week. On the blackboard write the answer to his question. For example:

Bob (asks this question). What did you do on Saturday, Allen?

Allen (writes on the board). On Saturday I raked the leaves.

21. A STORY TO COPY

Read this story:

Stella Fay

A bantam hen and a fat pig lived on a farm. They were good friends. One day I saw the pig take the bantam for a ride. She flew up on his back and away they went. Would you like to have seen the fun? It was as good as a circus.

Does this make you think of a real circus? Why?

With what kind of letter do all the sentences begin? Find the word I. With what kind of letter is this word written? The word I is always a capital letter.

Look at the story once more. The blank space at the left is called the margin. The first line of writing

begins about one-half inch to the right of the margin. All other lines of writing begin at the margin.

You are going to copy the story about the bantam hen and the fat pig. Can you make a perfect copy? This means that you will place your story correctly on your paper, write each sentence as it is written in the copy, and spell every word correctly.

Notice where the margin is on your paper. Where on your paper will you begin to write?

Copy the story. Be careful how you begin and end your sentences. Watch the spelling of these words: bantam, friends, would, and circus. Why should you write as plainly as you can?

This practice will teach you how to write your sentences and how to place your story on paper.

Correcting Your Own Work

You can learn to correct your own work. Do it in this way. Look over your writing and compare it with the story you copied. Ask yourself these questions:

1. Do my sentences begin with capital letters?
2. Have I a period at the end of a sentence that tells something?
3. Have I a question mark at the end of a sentence that asks a question?
4. Are all my words spelled correctly?
5. Is my first line of writing one-half inch to the right of the margin?
6. Do all other lines of writing begin at the margin?

22. A LESSON IN COURTESY

You can show courtesy in your speech and writing as well as in your behavior. When you speak of some other person and of yourself, whose name should come first?

Read aloud these sentences. They show where the word I should be used when speaking of others and yourself in the same sentence.

1. Father and I play ball.
2. Tom and I come to school together.
3. Uncle John, father, and I are going fishing on Saturday.
4. You and I were late this morning.
5. Were Tom, you, and I chosen for the game?
6. Mother, father, and I are going to market
7. My sister and I are helping mother.

For Practice

I. Read the seven sentences aloud several times. This practice will help you to use the word I in its proper place when you are speaking of others and yourself in the same sentence.

II. Use sentences in which you tell:

That your sister and you play together.
That your father and you went nutting.
That Tom, Jack, and you know how to swim.
That your dog and you are good friends.
That three classmates, whom you name, and you like to skate.

23. WATCH YOUR SPEECH

Is—Are

Read these sentences aloud:

> A mother robin is in our garden. Her nest is in the old apple tree. Four baby robins are in it. They are waiting for their breakfast. The mother is hunting worms for them. Are the little robins too young to get their own breakfast?

Read the sentence which tells about one robin. What word comes just after robin? Read the sentence that tells about the baby robins. What word is used after the word robins?

We use *is* with a word meaning one. We use *are* with a word meaning more than one.

In your speaking and writing watch these little words, is and are.

Are with the Word You

Read these sentences aloud:

> Mary, are you going to the circus?
> Children, are you ready?
> You are going to the circus, Tom.
> Are you ready to go, boys?

Read the sentences in which only one person is spoken to. Read the sentences in which more than

one person is addressed. In each sentence the expression you are or are you is used.

We always use *are* with *you*, whether we address one person or more than one person.

Practice for a few minutes asking one another questions. Begin your questions with the words are you.

24. CHOOSING THE CORRECT WORD

Some words have been left out of the following selections. The blanks show where these words should be. Read the sentences aloud, using the correct word, is or are, in each blank.

1. The autumn leaves —— fluttering down. John —— raking them up as they fall upon the grass. Tom —— helping him. The boys —— going to cover the flower bed with them. Dry leaves —— good for garden beds.
2. Sleep, baby, sleep!
   The bright stars —— the sheep.
   The little stars —— the lambs, I guess;
   And the bright moon —— the shepherdess.
   Sleep, baby, sleep!

25. SOMETHING TO COPY

Copy the sentences about the bear and her cubs. Fill each blank with the correct word, is or are. Before you write a sentence, read it silently and think which word is the correct one to use.

A big bear —— in the zoo. Her two cubs —— playing in the cage. She —— watching them carefully. —— you afraid of bears in a zoo? The little cubs —— as tame as kittens.

1. 2. 3.

26. TELLING A STORY FROM PICTURES

I. These pictures tell in one story the kind of fun which some boys had. On what holiday do boys use jack-o'-lanterns? Picture 1 tells what happened first. Picture 2 tells what happened next; and picture 3 shows what happened last. That is, the pictures tell in the proper order what happened.

If you should tell in sentences the story of these pictures, with which picture would you begin? Which picture would you tell about next? Which would you tell about last? In all of your story-telling you should tell first, what happens first; next, what happens next; and so on, to the end of the story.

II. Tell the story which you see in these pictures.

One pupil may tell about the first picture, another about the second picture, and a third about the last.

27. HOW TO WRITE NAMES OF HOLIDAYS

In talking about the pictures on page 29 you used the word Hallowe'en. See how the name of this holiday is written. With what kind of letter does it begin?

Learn to spell the names of these holidays. Then write four sentences. Use in each the name of a holiday.

Hallowe'en	Christmas Day
Thanksgiving Day	Memorial Day

Remember that each word in the name of a holiday should begin with a capital letter.

28. YOUR FAVORITE HOLIDAY

You are going to write about your favorite holiday. Begin by copying this sentence:

My favorite holiday is ——.

Write in the blank the name of a holiday. Then add a few sentences telling why you like it.

Do you remember how to place your story on paper?

Leave a margin to the left.

Begin the first line of writing about one-half inch to the right of the margin.

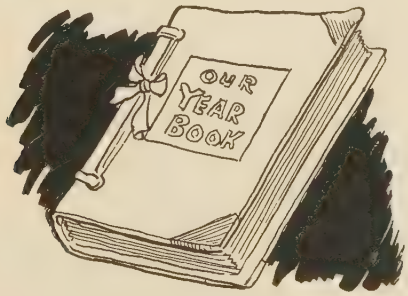
Begin all other lines at the margin.

When you have finished writing about your favorite holiday, be sure to read over what you have written. Make it better wherever you can. You are learning how to correct your own work.

29. MAKING A YEAR BOOK

Wouldn't it be a good plan to make a class book? In it you could keep the best stories, riddles, poems, and letters written during the year by the members of the class. Have a talk with your teacher about it. She will help you to choose what to put into it. The last pages of your book will show great improvement.

Every book has a name, or title. Do you like "Our Year Book" for a title? Think of other good titles for a book of this kind. Your teacher will write on the board the titles you give. Choose the best.



30. TALKS WITH LITTLE CITIZENS

Safety First

All people who belong to America are citizens of our country. When you say, "I am an American" you mean, "I am a citizen of America." Our country's full name is The United States of America. When you grow up, you will help to govern our country. And even now, while you are little citizens, you can do many things for the good of our country.

SAFETY FIRST! What do these words mean? In your own city or town you can help to make safety first the rule for everybody. Little citizens who are careful about safety first are safety scouts. A safety scout makes these rules and obeys them:

1. I will not play in the street.
2. I will not ride a bicycle on the sidewalk.
3. I will not jump on wagons or cars when they are moving.
4. I will always obey the traffic officer.

Read the rules carefully and think what each one means. Choose one of the rules to talk about. Tell why it is a good safety first guide for you.

31. WRITING *SAFETY FIRST* RULES

It will help you to remember these rules if you copy them. Each is a sentence. Learn the spelling of bicycle, sidewalk, automobile, traffic officer.

For Home and School

With some one at home talk about safety first. Make safety first rules for sliding, coasting, roller skating, and keeping to the right. For your next lesson be ready to write on the board new safety first rules which you have made.

32. A STORY TO TELL AT HOME

Little children are sometimes afraid of a policeman. They do not know that he is a good friend, who is always ready to help take care of them.

Read this story of a little girl who, in time of need, found a good friend in a policeman.

A Friend in Brass Buttons

One day when Mary and her father were walking in the park, they saw something very interesting. A policeman lay on his face beside the duck pond. He was pulling out of the water a little half-drowned puppy. The policeman dried it with his handkerchief and rubbed it to make it warm.

"You see how good policemen are," said the little girl's father. "Let us go and talk to him."

He knew the policeman, whose name was Mr. Britton. So Mary's father took the little girl to the policeman and introduced her to him. All at once she forgot to be afraid. She stooped down on her knees to pet the little puppy.

"Whose little puppy is it?" she asked.

"I'm afraid I cannot tell," he answered. "I think some bad boys threw it into the pond. They ran up the bank when I came in sight."

"Oh, father," cried Mary, "may I have it for my own little dog?"

The policeman said he would be very glad to have them take the puppy. Then he told them about a stray kitten he once found in the park and took home to his little girl.

"I'll never, never be afraid of policemen any more," said Mary when she had said good-by to Mr. Britton.

"Of course you won't," said her father. "Whenever you see one of these big men in his blue clothes and brass buttons, remember he is your friend. If you are lost or in trouble, go straight to him."

It was a good thing that Mary remembered this; for just a few days later something happened which might have ended sadly, indeed. She was going to New York with her father and mother. They reached the station just in time to see the cars come roaring in. Her father rushed to check a trunk and left the little girl and her mother. Then he came back and jumped on the train. He thought that Mary was with her mother. Mother thought that father had taken Mary. So there she was left, all alone in the middle of a big crowd.

"Mother! Father!" she called. "Where are you?"

Nobody answered. The big train went puffing

out, and in a minute there was nobody left in the station — nobody but a few men who went hurrying about and one big policeman in a blue coat with brass buttons.

Mary walked up to him and put her hand in his. Then she said in a shaky little voice, "Will you take care of me, Mr. Policeman, until my mother and father come back? The cars carried them away."

"Of course I will," said the big policeman, lifting her up in his arms.

He was a very jolly policeman with a great big laugh. He made it seem so funny about mother and father being carried away without their little girl, that Mary soon began laughing instead of crying. He kept going to the telephone booth every little while. At last he called Mary into the booth, set her on a chair, and told her to listen. She heard some one say, "Hello!" Then there came a big happy laugh. It was her father's laugh and he said, "Is this our Mary, safe and sound?"

"Yes," answered Mary. "Where are you?"

"We're here at Hartford. We jumped off just as soon as the train stopped. Poor mother is so frightened about her little girl."

"Tell her she needn't feel bad, father. I've been having a good time with one of my best friends — a fine big policeman."

Then Mary's mother came to the telephone and talked and half cried for a minute. She said, "Good-by!" for a train was just ready to start.

They were going to jump on it to come back after their little girl.

When they did come Mary was almost sorry to have to bid her policeman friend good-by. He promised to be at the station ready to say, "Hello!" when they came back from New York. And he was there, too!

Tell how the policeman at the station made Mary feel that he was her friend.

If you lose your way, what public officer will help you? How will you know him? What will you say to him? What will he ask you? Are you sure that you can answer him correctly? Why is "A Friend in Brass Buttons" a good story to tell at home?

33. RETELLING THE STORY

I. One of the girls will give this story as if she were Mary telling her father and mother all that happened while Mary was lost. Remember that Mary did not repeat that part of the story which her parents knew.

II. One of the boys will tell the story as if he were the policeman talking to a friend. Where in the story will he begin?

34. HOW TO TAKE CARE OF YOUR BOOKS

I. You all enjoy new books because they are clean and pretty. If you wish to keep your books that way you must take care of them. How can you help to

keep a book clean? How will you protect it on a wet day? Have you a special place for your books at home and at school? Why?

Show the right way to open a book when it is new. Show how an open book should be held. Turn the pages in the proper manner. Why should you do these things with care?

Hold one of your books in the proper way and answer these questions about it:

1. Where is the title printed?
2. Where do you find the author's name?
3. Where is the fly leaf?
4. Is your book illustrated?
5. How do you find a certain page in it?
6. Where is the margin on the page?

II. Imagine yourself a book. Tell how you would like to be treated.

35. HOW TO WRITE NAMES OF PLACES

Books as well as children sometimes get lost. A little girl on the way to school one day lost her story-book. In a short time some one found it and read this name and address written neatly on the fly leaf:

Helen Barton
Lincoln School
Dover
New Hampshire

The book was returned to the owner because the name and school address told where to find her.

Notice how this school address is written. What is told in it? With what kind of letter does each word in the name of the school begin? With what kind of letter does the name of the city begin? There are two words in the name of this state. With what kind of letter does each word in this name begin?

Some boys and girls write their home addresses in their books. When you write the name of the street or avenue on which you live, you use two or three words. With what kind of letter should each word in this name begin?

For Practice

I. Can you make a perfect copy of Helen Barton's name and address? Try to do so. When you have finished, compare your work with the address in the book. Correct any mistakes that you find in your copy.

II. Several of you may write your school address on the blackboard. Others may write their home addresses on the blackboard. The class will tell whether capital letters are used in the proper places.

36. A TALK ABOUT A PICTURE

On the next page is a happy family of squirrels. What are they eating? See how they hold their food. How do they eat it? Where do squirrels get their food? Squirrels provide for winter time. Tell how

they do this. People say that some squirrels have a dozen or more pantries. What does that mean? Would you call squirrels thrifty little fellows? Why?

Would Tabby and her kittens like to live in this kind of place? Tell why.

37. A STORY TO READ

Bushy's Joke

One morning Mr. and Mrs. Squirrel and their children, Bushy and Frisky, were delighted to find that Jack Frost had come in the night. Nuts lay all over the ground. The happy little crea-

tures ran down from their home in the tree. Then they began to gather the nuts for their winter store.

While they were busily working, they heard the sound of boys' voices. In a twinkling they whisked up the tree and hid in their hole. Peeping out, they saw three boys filling their bags with nuts. The lads gathered every nut under the tree. After a while, they sat down to rest and to eat some of the nuts. One of the bags lay very close to Mrs. Squirrel's tree.

In a few moments Bushy ventured out of the hole. His eyes twinkled as he quietly slipped down the tree. Soon he whisked back again, his tail shaking with laughter. What a good joke he had played!

When the boys were gone, Mr. and Mrs. Squirrel, Bushy, and Frisky ran down the tree. All except Bushy were very much surprised to find nuts scattered along the road which the boys had taken when they went home. Then this little family of squirrels gathered nuts for their winter store.

Why were the squirrels delighted with Jack Frost's visit? What does whisked up the tree mean? What was Bushy thinking about when his eyes twinkled? When he came back his tail shook with laughter. What had he done that pleased him so much? Why were all except Bushy surprised to find nuts? Do you think that the boys ever guessed what became of their nuts?

38. A WORD PUZZLE

whisked	joke
shook with laughter	ventured

Here is a word puzzle for you. These words are taken from the story "Bushy's Joke." You are going to use them in the blanks of the following story. Read each sentence silently. Think which is the correct one of these words to use in the blank. Then write the sentence fitting the word into the blank. Be careful where you place the words **ventured** and **whisked.**

Bushy's Secret

Bushy —— down the tree to one of the bags which the boys had left. With his sharp teeth he gnawed a hole in the bottom of the bag. Then he —— back to his home in the tree. His tail —— —— —— at the —— he had played on the boys.

When you have finished the puzzle, read aloud what you have written. You will hear Bushy's secret!

39. MORE STORY-TELLING

Tell about Bushy's joke as if you were Bushy talking to another squirrel. Use some of these expressions in telling your story: **winter store, whisked, ventured, in a twinkling.**

Make your story lively, Bushy. Show that you enjoyed the joke which you played on the boys.

40. A THANKSGIVING POEM TO READ

Children, Sing

Children, sing to Him whose love
Broods your happy lives above;
Raise your tuneful voices high
To our Father in the sky—

For the flowers and for the wheat,
For the cold and for the heat,
For the fruit and for the grain,
For the sunshine and the rain,

For the mother's look of grace,
For the baby's little face,
For the morning's smile of bliss,
For the happy good night kiss.

Children, sing to Him whose care
Makes the land so rich and fair;
Raise your tuneful voices high
To your Father in the sky.

MARGARET E. SANGSTER

What are tuneful voices? What outdoor blessings does the poet name? what indoor blessings? Think of other blessings not named here for which you should be thankful. When is our country's Thanksgiving Day?

Learn this poem. It is an excellent one to use for a Thanksgiving program or to recite at home on Thanksgiving Day.

41. WATCH YOUR SPEECH

Was—Were

In these sentences notice the words that are printed in heavy black letters.

> 1. Some boys **were** in the woods camping near a hickory tree. 2. Three little squirrels **were** in the tree. 3. Bushy **was** anxious to gather nuts for winter. 4. But he **was** afraid of the boys. 5. After a while, two of these boys went away. 6. One boy **was** not ready to leave, for his bag **was** not full!

In sentence 1 what word is used just after the word **boys**? In sentence 2 what word is used just after the word **squirrels**? In sentence 3 what word is used just after the word **Bushy**? In sentence 6 what word is used just after the word **boy**?

Use ***was*** with a word that means one.

Use ***were*** with a word or words that mean more than one.

For Practice

Answer these questions about the boys and the squirrels. Use the correct word, was or were, in each answer.

1. Were the squirrels busy?
2. Was the tree their home?
3. Were the boys selfish?
4. Why was the little squirrel afraid?
5. Were the nuts ripe?
6. Why were the squirrels gathering them?
7. Were the two boys sorry for the squirrels?
8. Was Bushy afraid of the boys?
9. Were the other squirrels afraid of them?

42. CHOOSING THE CORRECT WORD

The words was and were have been left out of the following sentences. The blanks show where one of these words should be. Copy the sentences, using the correct word, was or were, in each blank.

1. Some ants —— building a home.
2. One ant —— dragging a grain of sand.
3. On Christmas Eve candles —— in the window.
4. A star —— on top of the Christmas tree.
5. Toys —— hanging on the branches.
6. A little child —— singing a carol.

43. USING THE EXPRESSION *WERE YOU*

Read these sentences:

Jane, were you reading? Boys, were you skating?
You were brave, Tom. Were you late, children?

In which sentences is only one person addressed? In which is more than one person addressed?

Use the word *were* with *you*, whether you address one person or more than one person.

A Game

What Were You Doing?

Here is another game for you. Think about some kind of work which farmers do. Choose a leader. He will go before the class and act in pantomime what work he has in mind. You will ask questions which he will answer. This is the way the questions and answers go:

Jack. Were you driving a plow?
Leader. No, I was not driving a plow.
Mary. Were you sweeping a room?
Leader. No, I was not sweeping a room.
Tom. Were you cutting grass?
Leader. Yes, I was cutting grass.

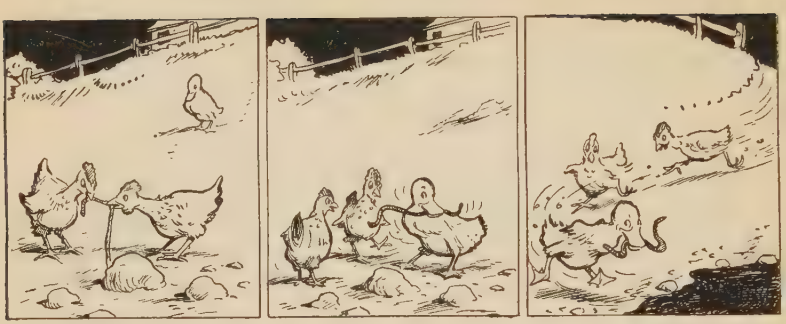
The pupil whose question brings the right answer becomes leader.

Any one who says was you is out of the game.

Play this game and think about the work of the shoemaker, the tailor, the carpenter, the washerwoman, the baker, or any other person whose work you can imitate.

44. FINISHING A PICTURE STORY

Each of these pictures tells part of the same story. But the pictures do not tell all that happened. Study the pictures carefully in their proper order.



What happened first? What happened next? What does the third picture tell?

The little chicks did not get their worm again. There is no picture to tell why. Describe one which would show how the little duck got away from the chicks.

45. WRITING A STORY

Class Exercise

Imagine that you saw the duck run away with the worm. Working together, tell the story about the duck's escape from the chicks. Begin it in this way, if you wish:

> One day two little chicks quarreled about a worm. Along came a duck. He grabbed it from them and ran way with it.

Your teacher will write these sentences on the board. Then she will add the sentences which you give to

finish the story. If a classmate gives a sentence which you can make better, be sure to do so.

Read the finished story aloud. Can you think of a way to make it better? Remember that you worked together to tell this story, and it belongs to all of you. Work together to improve it.

Copying a Story

Copy from the blackboard the story about the chickens and the duck. Can you make an exact copy? This would be a good story to put into your class book. Choose the best copy to keep.

46. PLANNING TO PLAY A STORY

You remember that you played the story of Tabby and Rover in pantomime. You acted the story, but you did not speak a word. You are now going to play a story by acting and speaking, too. Here is a good story about an ant and a grasshopper. It makes an interesting play. Read it carefully and try to keep in mind the steps of the story.

The Ant and the Grasshopper

One pleasant summer day Mrs. Ant was working busily in the meadow. The thrifty little creature was laying up food for her winter store. Suddenly she heard a laugh. Stopping for a moment, she saw Mr. Grasshopper singing and dancing near her.

"All are working. I am happy and gay. I skip and hop and laugh the day away," said Mr. Grasshopper.

When he saw Mrs. Ant, he called out to her, "Why are you working so hard?"

"The cold days are coming," answered Mrs. Ant.

But Mr. Grasshopper went on singing his song,

"It is pleasant to dance the summer away.
Why do you work so hard to-day?"

"The cold days are coming," said Mrs. Ant, and she went right on with her work.

"I sing and dance the summer away.
Won't you join me this fine day?"

sang the grasshopper again.

"The cold days are coming. I must provide food for my winter store," said Mrs. Ant, and she went right on with her work.

All the while Mr. Grasshopper sang and danced and danced and sang.

Winter came with its ice and snow. One morning, when Mrs. Ant was eating breakfast, she thought she heard a gentle knock at the door. She stopped and listened. Then she hastened to the door and opened it cautiously. There stood Mr. Grasshopper, shivering with the cold.

"Good morning," he said. "I am cold and hungry. Please give me some food."

Mrs. Ant looked at Mr. Grasshopper for a moment. Then she said, "You were idle all summer

singing and dancing. You must expect to hungry in winter. Those who will not work cannot have food."

Mrs. Ant closed the door and Mr. Grasshopper walked slowly away.

I. This story tells what Mrs. Ant and Mr. Grasshopper did in two different seasons. What did each do in summer? What did each do in winter?

Tell what these words mean: thrifty, little creature, winter store, provide food, idle all summer, cautiously.

II. Act in pantomime the following:

working busily	eating breakfast
singing and dancing	shivering with cold
hastened to the door	opened the door cautiously

47. PLAYING THE STORY

Play the story "The Ant and the Grasshopper" in two scenes. One scene will show what happened in summer; the other, what took place in winter. How many characters will you need? Choose places in your classroom for the meadow; also, for Mrs. Ant's kitchen.

Go before the class and act the scenes. In your dialogue you need not use the exact words of the story; but your acting and what you say should show that the thrifty ant is disgusted with the foolish grasshopper.

In the second scene the grasshopper is very unhappy.

Show this. Remember that Mrs. Ant always speaks gently but firmly.

Before playing, read the story several times, so that you will know it well.

Your teacher will choose two children to play the first scene, and two others to play the second scene. After each group has played, point out what was well done and what could be improved. These questions will guide you:

Did Mrs. Ant act as if she were thrifty?

Did Mr. Grasshopper make you think that he was an idle fellow?

When Mrs. Ant was enjoying her breakfast, did she act surprised to hear a knock?

How did she open the door?

In what manner did she speak to her caller?

After the story has been played by different groups, choose the best Mrs. Ant and the best Mr. Grasshopper. Wouldn't you like to see these two play the story?

48. TELEPHONE CONVERSATION

Boys and girls who have telephones in their homes can often be little helpers by receiving and delivering telephone messages. A make-believe telephone or a toy telephone in your school will give you practice for this kind of service.

Read this telephone conversation:

Mary (speaking to central). Franklin: one, eight, three, please.

Central. Franklin: one, eight, three?

Mary. Yes, please.

Jane's mother. This is Franklin: one, eight, three.

Mary. May I speak to Jane, Mrs. West?

Jane's mother. I will call her, Mary.

(Mary and Jane carry on a conversation.)

When using the telephone

1. Know what you wish to say.
2. Use clear sentences.
3. Pronounce each word distinctly.
4. Be as courteous as if you were talking face to face.

For Practice in Using the Telephone

1. Invite a friend to come to a party at your home. Name the date and the time when the party will begin. Your friend will ask you any questions about the party that she wishes you to answer.

2. You have a new dog. Tell one of your friends about him.

Your friend will ask some questions. Answer them correctly and courteously.

3. You have found a book. A friend's name and address are in it. Telephone to him about finding his book. Your friend will thank you.

4. In giving a grocery order, your mother has forgotten something which she needs. Telephone to the grocer about it for her.

49. LETTER WRITING

Dear Uncle Henry,

Thank you for the fine sled you sent me for Christmas. We had a deep snow on Monday. Jack and I coasted down the hill near our house. We bumped into a snow bank and upset.

Your loving nephew,

Tom

Tom's Uncle Henry was pleased to get this letter. Can you tell why?

What word did Tom use with his Uncle Henry's name? With what kind of letters do the words **Dear Uncle Henry** begin? The little mark (,) which follows these words is a **comma**. Where did Tom place the first word in his sentence of thanks?

The last words of the letter, just above Tom's name, are words of courtesy and love. They are written on a line by themselves. What mark follows them? Where did Tom sign his name?

You see that another way of talking to friends who live at a distance is by writing letters to them. There are many times when you will need to do this. Sometimes you will wish to write your thanks for a gift. It may be necessary for you to answer an invitation which you received. You will need to write family news to a relative, or you may wish to tell a clever story to a friend.

50. COPYING A LETTER

Copy Tom's letter to his Uncle Henry. Observe how each part is placed on the paper; also, where commas, periods, and capital letters are used. Tom used the name of a holiday and of a day of the week. With what kind of letter did he begin each?

Compare your letter with the one in the book. Did you copy it without making one mistake?

51. CONTRACTIONS

Read this letter. A little girl who was visiting her grandmother wrote it.

Dear Mother,

Last Wednesday grandmother gave me a gosling for a pet. He hadn't any name. I think Toto is a good name for him. He follows me round like a kitten. May I bring Toto home with me?

Your loving daughter,
Mary

In her letter Mary used the word **hadn't**. Hadn't is a short way of saying **had not**. What letter is omitted when these two words are put together to make one word? Shortened forms of words like hadn't are called **contractions**. The little mark (') placed to show where a letter is left out, is called an **apostrophe**. The apostrophe is part of the spelling of the word. If you omit the apostrophe when you spell a contraction, you have not spelled it correctly.

Here are other words and their shortened forms. Learn to spell them. You will use them in your letters and in your stories.

is not . . . . . isn't	was not . . . . . wasn't
are not . . . . . aren't	were not . . . . . weren't
has not . . . . . hasn't	have not . . . . . haven't
did not . . . . . didn't	can not . . . . . can't
could not . . . . couldn't	should not . . . . shouldn't

For Practice

In her letter what interesting thing did Mary wish to tell her mother? Close your book. Then write the letter as your teacher reads it to you.

52. WATCH YOUR SPEECH

Isn't—Aren't

Play this word game. Your teacher will choose a leader. He will point to one or more objects in the room and ask a classmate a question. The leader will begin his question with the word isn't or aren't. The questions and answers go in this way:

Leader. Bob, isn't this your book?
Bob. No, that isn't my book.
Leader. Anna, aren't these your pencils?
Anna. No, they aren't my pencils.

The leader will ask three questions and receive three answers. Then your teacher will choose a new leader.

Keep a sharp lookout in this game for ain't. If you use it in your answer to the leader in place of isn't or aren't, you are out of the game. If the leader uses it in a question, he takes his seat and your teacher names a new leader. Remember that ain't is as sly as a fox. It may creep into your speech before you know it. Don't let this mistake put you out of the game.

Using Isn't and Aren't Correctly

Choose one of the following questions. Read it aloud, using isn't or aren't in the blank. Answer your own question, using isn't or aren't in your answer.

1. —— children afraid in the dark?
2. —— a man in the moon?

3. —— the bird in last year's nest?
4. —— any cherries left on the tree?
5. —— many seeds in a pumpkin?
6. —— many large cities in our state?
7. —— sail boats out on a windy day?
8. —— a bird in the bird house?
9. —— many beautiful flowers in the garden of the sea?
10. —— ants industrious little creatures?
11. —— you going home?
12. —— the robin a spring bird?
13. —— the clouds heavy to-day?
14. —— many frogs singing at the pond?
15. —— you industrious children?

53. WRITING CONTRACTIONS

On the board copy these sentences. In each write as a contraction the two words which you see printed in heavy black letters.

1. Our dog **has not** come back.
2. **Is not** this bird a wren?
3. **Were you not** singing?
4. Our boys **did not** win the game.
5. I **have not** learned to swim.
6. **Are not** the birds back yet?
7. **Have you not** seen the circus?
8. You **were not** afraid of the animals.

54. A TALK ABOUT A PICTURE

These children and their father have found the very tree that they want. What kind of tree did they choose? What are they going to do with it? How will they get it out of the forest?

When the children saw the tree the next morning in their home, they clapped their hands and shouted for joy. Tell why. Describe how it looked.

You have helped to trim a Christmas tree. What did you put on it?

55. A POEM TO ENJOY

The Fir Tree

Pretty fir tree, shining so,
I am glad you learned to grow,
I am glad you came to be
Our Christmas tree.

Shine upon us all the night,
Fill our hearts with Christmas light,
Let us make our small place bright
All life through,
Pretty fir tree, just like you.

ANNETTE WYNNE

When you read this poem, did you see the picture of a Christmas tree? You have learned to memorize a poem. Learn this one by heart. Recite it at home on Christmas Day.

56. MAKING CHRISTMAS PLANS

In your English lessons you have learned how to do many interesting things; such as telling stories, finishing stories, making riddles, copying poems, and writing letters. Some of these you put into your class book. Wouldn't it be a good plan to use some of your written work for a Christmas book? Nothing would please your mother and father more than to see how you are improving in this kind of school work. Keep your plan a secret. When the proper time comes, present your gift to some one at home. It will be a real Christmas gift, because you will make it yourself.

Story Writing

You will wish to have a Christmas story in your book. Here are opening sentences for four Christmas stories. Read each sentence carefully. Choose one which interests you. Then finish the story in any way that you like. It will be your own Christmas story.

Playing Santa Claus

1. Once upon a time a little boy played Santa Claus. This is what he did.

A Christmas Party

2. Mary trimmed a Christmas tree for the birds and put it on the back porch.

A Surprise

3. A little girl surprised her mother on Christmas morning.

A Christmas Wish

4. There was once a little kitten that wanted to be a Christmas present.

As soon as you have written your story, show it to your teacher and ask her to help you to make it better. When you have done your best, copy it carefully for your Christmas book. Take care of it until you have everything else ready for your book.

57. A LETTER FOR THE CHRISTMAS BOOK

Wouldn't you like to write a Christmas letter for your book? In it you could tell how you planned the book as a gift.

This should be your best letter. When you have finished writing, look over your work and ask yourself these questions:

Did I place my letter correctly on the page?
Did I use capital letters in the right places?
Did I place the right mark at the end of each sentence?
Did I spell the words correctly?

Show your letter to your teacher and ask her if it is ready for you to copy. When it is ready, make the best copy of it that you can. Put it with the other pages for your Christmas book.

58. THE CHRISTMAS BOOK

Plan a cover for your Christmas book. Use a sheet of red, white, or green paper large enough to fold as a cover for the front and the back. Then put the pages of your written work in place. Punch two holes along

the folded side through the cover and the pages. Tie your book with red cord or red ribbon.

Make a design for your cover. Here are some suggestions for you:

A MERRY CHRISTMAS TO YOU	CHRISTMAS GREETINGS TO YOU	MERRY CHRISTMAS AND A HAPPY NEW YEAR

59. SOMETHING TO MEMORIZE

Here is a beautiful way of saying "God Bless Christmas." Learn it. During the Christmas season say it to some one at home.

I am sure I have always thought of Christmas time when it has come round, as a good time; a kind, forgiving, charitable, pleasant time; a time when men, women, and little children seem to open their hearts freely. And, therefore, I say, God bless Christmas.

CHARLES DICKENS

60. FOR REVIEW

Jack's Letter to Polly

You remember Jack and Polly Miller. They put a scarecrow in their garden and left him there all winter. During the holidays Jack visited his grandfather at Clover Farm. Here is the letter that he wrote to Polly while he was there. Read it.

Dear Polly,

Our Jimmy Scarecrow is still standing in the garden. His coat is ragged and torn. Both shoes are full of holes. He has nothing to do now. On Monday I asked him if he liked summer at Clover Farm better than winter. He waved his coat sleeves. I am sure he was trying to say something to me. What do you think?

Jack

Jack wrote and placed his letter correctly on paper. What mark did he use after the words Dear Polly? Where in the letter did he use periods? Why? Where did he use a question mark? Why? Jack used several capitals in his letter. Find them and tell why each is used.

Polly's Letter to Jack

Read this letter:

Dear Jack,

We gave our Christmas tree to the birds. On Saturday mother and I untrimmed it. We put it in the garden. Then we stuck bits of suet all over it. The birds had a fine feast.

Polly

Write this letter from dictation.

61. ANOTHER STORY TO READ

Little Bridget's Bath

Little Bridget did not like to be washed. There was something about the very smell of soap and the touch of water that made her shiver. For a long time she believed there was no escape from this terrible daily trial. One bright morning she awoke very early. She thought that it was too bad when everything else was so happy — the birds and the flowers — that she should have to lie there on her little bed until some one came with that horrible soap and towel. She made up her mind she would run away before any one came to wash her. For one morning she would be happy!

So up she jumped and ran out among the birds and flowers. She rambled along by the brook, where the sand felt so nice and soft to her feet. She wandered through the woods, where she found

blackberries and raspberries. She wandered on and on among the rocks and the trees and over the grass and the flowers. She sat down by a great tree to rest and she went fast asleep. Five minutes later she was found by a troop of fairies.

"Well, I never," said the largest fairy.

"Nor I," said the next biggest. "It's little Bridget, and she has such a dirty face! Look! She's been eating blackberries and strawberries and raspberries, too!"

"And look at her feet. She has been walking in wet sand," said the largest fairy.

"And her hands!" cried the very least fairy. "What hands! They're all smeared over with a mixture of things. She is certainly a very dirty little girl. What is to be done?"

All the fairies agreed that nothing could be more sensible than to wash little Bridget. So they gathered around. Some of them lifted her up gently and carried her down toward the brook. One of the fairies jumped in to see if the water was warm enough.

"Shall we just souse her in?" asked the next biggest.

"I hardly think so," said the largest one. "She may not be used to that sort of thing and she might take cold. It will be best just to lay her down on the bank and wash her there."

So little Bridget, who had never opened her eyes all this time, was brought to the brook and laid softly down by the water's edge. Then all the

fairies set to work. Some dipped clover blossoms into the water, and washed and rubbed her mouth and cheeks until there was not a sign left of raspberry or blackberry stain. Others gathered fern leaves and soft grass and washed her little feet until they were as white as lamb's wool. And the very least fairy washed her hands with ever so many morning-glory blossoms full of water and rubbed them dry with soft clean moss. All this time she never opened her eyes.

When all was done and not a speck of dirt was to be seen anywhere on little Bridget, the fairies took her gently up and carried her home. They knew very well where she lived. Then they laid her down on the doorstep, where it was both warm and shady, and scampered away.

It was now about the right time in the morning to get up. Very soon the front door opened, and out came Aunt Ann with a bucket on her arm. She was going to fill it at the well on purpose to give Bridget her morning wash.

How surprised she was to see the little girl lying on the doorstep. She almost dropped her bucket.

"Well, I never!" said she. "It's little Bridget and just as clean as a new pin. I believe she jumped out of bed and washed and combed herself just to save me the trouble."

Aunt Ann's voice woke Bridget up.

"You dear," cried her aunt, "I hadn't the least idea you were such a smart little thing.

R-M
BRINKERHOFF

There is no doubt that you are old enough to wash and dress yourself, and after this you may do it."

So after that Bridget washed and dressed herself and was just as happy as the birds, the butterflies, and the flowers.

FRANK R. STOCKTON

How did little Bridget feel about her daily bath? Why? Tell about her plan to escape it. What happened to her? How did the fairies bathe little Bridget? What did little Bridget's aunt think when she saw the child? From that day what was little Bridget allowed to do for herself? What did this little girl learn to do for herself?

62. LETTER WRITING

Class Exercise

A child who read the story about little Bridget wrote this letter to the biggest fairy:

Dear Fairy,

I have just read the story about little Bridget. Did she ever find out who bathed her? Did you ever see her again with dirty face and hands?

Your friend,
Jane

Imagine you are the biggest fairy. Working together, write an answer to Jane's letter. Your teacher

will write on the blackboard the best sentences which you give her. Make the letter as lively and interesting as you can.

When it is finished, read it aloud. Can you make it better? Your teacher or a classmate will make the changes which you offer.

Something to Copy

Copy from the blackboard the fairy's letter to Jane. Be sure to choose the best copy for your class book.

63. TALKS WITH LITTLE CITIZENS

Good Health

I. Your body is the house you live in. Every little citizen tries to keep his house clean. In this way he becomes a good health citizen. One of the best good health rules is KEEP CLEAN. Have a class talk about

Keeping your hands and face clean.
Keeping your finger nails clean.
Keeping your teeth clean.
Keeping your clothes clean.

II. Make sentences which will be good health rules about keeping clean. For example:

1. I will brush my teeth at least twice a day.
2. I will wash my hands before each meal.

Your teacher will write on the board the best rules which you express.

Make a careful copy of your Keep Clean Rules. Take it home. Put a copy of your Keep Clean Rules in your class book.

64. WATCH YOUR SPEECH

Read this poem aloud several times. Be careful to pronounce the word burst correctly.

Soap Bubbles

Fill the pipe!
Gently blow;
Now you'll see
The bubbles grow!
Strong at first,
Then they burst,
And then they go
To nothing, O!

MARY MAPES DODGE

The word **burst** is used in each of the following sentences. Repeat the sentences aloud until it becomes easy and natural for you to pronounce this word correctly.

1. See that bubble burst!
2. This bubble will burst soon.
3. The bubbles had burst when I came.
4. They have already burst.
5. They burst yesterday.
6. They burst quickly to-day.

A Better Speech Bulletin

Write these sentences on your bulletin board. Read them aloud for a few minutes every day for a week. In school or out of school when you say the word burst, pronounce it correctly.

65. FINISHING A STORY

In the first lesson of this book you read about Jack, Polly, and their dog. One day they made a scarecrow and put it in their garden. They expected it to keep away a little rabbit that often went there. At first the rabbit was not afraid of Jimmy Scarecrow.

Here is the beginning of a story about what happened later. Copy these sentences:

> Jack and Polly thought that their scarecrow was a failure. But one evening he did his work very well. The little rabbit came as usual for his supper. . . . . .
> . . . . . .
> . . . . . .

Several things might have taken place to scare this rabbit away. Finish the story by telling what you think happened and how the story ended. A good story usually has something in it that surprises the listeners or readers. Read your story aloud. Who thought of the most interesting way to end it?

66. MORE STORIES TO FINISH

Here are the beginnings of other stories for you to finish. Choose one and end it in as interesting a way as you can. When you read the sentences, you will see that they are not joined together by the word and.

1. Ned was walking through the fields one morning. As he went along, he heard a little bird chirping pitifully near a bush.....
.....
.....
.....

Finish this story by telling what you think Ned did.

2. One March day Allen and his dog were out walking. Suddenly the wind blew Allen's hat off. Away it rolled down the street.
.....
.....
.....

It was some time before Allen got his hat. Tell what happened.

3. One evening Mary left her doll under the lilac bush. It lay there all night. In the morning, when Mary found her doll, its golden curls were gone.....

You can think of a number of things that might have happened to the doll's curls. Who can make the best story out of this beginning?

67. WATCH YOUR SPEECH

Blew — Blown

In this story the words **blew** and **blown** are used correctly.

One March day Ralph wore his new spring hat to school.

"Don't let the wind blow your hat away," called his mother when she said good-by.

Ralph laughed and said, "I'll hold it tight. The wind **blew** my kite over the tree tops yesterday."

Off he ran. But as he turned a corner, away went his hat. And before he knew what had happened, the mischievous wind **had blown** it out of sight.

Ralph ran after it as hard as he could.

"What is the matter?" called the grocer.

"The wind **has blown** my hat away," said Ralph.

"Here is one that **blew** into my shop a moment ago." And the grocer held up Ralph's hat.

"It's mine," laughed Ralph. "Thank you."

Here you see the words **blew** and **blown** printed in heavy black letters. This is done to call your attention to them. Which of these words always has a helper; such as, have, has, or had? Remember that the word **blew** never needs one of these helpers.

For Practice

In answering the following questions, use the words **blew** and **blown**. Remember to use one of the helpers **has**, **have**, or **had** when you use **blown**.

1. What did the wind do with Ralph's hat?
2. What had it done before Ralph could get his hat?
3. What did Ralph do?
4. What did Ralph say to the grocer when he asked, "What is the matter?"
5. What did the grocer say?
6. Has the wind ever blown your hat off? When?

68. A GAME

What Did I Blow?

Choose to blow something named in these lists. Go before your class and pantomime what you have chosen to do.

1. Soap bubbles
2. A horn
3. Down from a dandelion
4. A whistle
5. A feather
6. A candle

Ask questions about what you blew. The questions and answers go in this way:

Leader. Jane, what did I blow?
Jane. I think you blew a whistle.

Leader. Yes, I blew a whistle. Have you ever blown a whistle?

Jane. Yes, I have blown a whistle.

[or]

No, I have never blown a whistle.

Jane now becomes the leader. Continue the game until each of you has used the words blew and blown in answer to the leader's questions.

69. STORY WRITING

Tom was fond of blowing soap bubbles. His dog, Laddie, liked to watch him. Whenever Tom brought out his bowl of soapsuds and his clay pipe, Laddie jumped and barked as if to say, "Soap bubble fun! That's the kind of fun I like." How he enjoyed the sport!

Here is the beginning of a story about Tom, Laddie, and their soap bubble fun.

One day Tom was blowing soap bubbles. Laddie was watching him. The biggest bubble Tom had ever blown was forming on the pipe. Soon.....

. . . . . .

. . . . . .

Something very funny happened which made Tom laugh heartily at Laddie.

Copy these sentences and finish the story. Perhaps

your teacher will let several of you write your stories on the board.

When you have finished a sentence, read it over carefully. Sometimes you can see how to make it better before you write your next sentence.

Read your stories aloud. Ask your teacher to let the class vote who wrote the funniest ending.

70. A STORY TO READ

Grandmother's Valentine

Jean shook a finger in her little dog's face, and said, "Secrets, Fido! You must not tell! You must not tell any one!"

Fido didn't know what secrets were, but he did know that when Jean held up her finger it meant that there was something to be quiet about; so he wagged his bit of tail and smothered a bark. He often did that.

"I'll tell you about it," said Jean, working away busily. "I've made one for mother, one for father, one for Jack, one for Susan, and I've six more almost finished. No one but you will see them until St. Valentine's Day, Fido."

Jean counted them again, one by one. "I haven't made one for grandmother yet," she said thoughtfully. "Her valentine must be the best of them all, Fido, the loveliest and best." She looked again at her valentines. They were of all sorts and sizes and colors — blue, pink, red, and gold. On some were glittering cupids with gauzy wings; on others were hearts pierced with tiny darts. One valentine was wreathed with flowers as bright as those that grew in grandmother's garden.

"They're beautiful," said Jean again, "but not one of them is pretty enough for grandmother. Her valentine must be different from the others."

Jean had been working all day, planning, cut-

ting, and pasting. It had been easy to make valentines for the members of her own family and for each one of her little friends; but it was hard to think of one which would carry her message of love to her grandmother. She placed all that she had made in a long row and looked thoughtfully at each one.

Suddenly she jumped to her feet and cried out, "I know what I'll do. Oh, Fido, this time I shall not tell even *you* my secret!"

Fido wagged his tail and watched his little mistress gather up all the hearts, cupids, and paper lace she had left and put them together. Then she ran up-stairs as fast as she could, calling out, "Not this time, Fido. You must *not* come with me this time."

In a moment Jean came down the stairs with something white in her arms. She hurried into the room where she had been making valentines, and locked the door.

As soon as supper was over, Jean slipped out of the house and ran to the homes of her little friends in the neighborhood. Under each door she put a valentine. But, strange to say, she did not leave one under grandmother's door, although grandmother lived but two houses away.

The next morning when Jean's father went to the door he called out, "Come, come! See what St. Valentine has left for us!" There near the door lay two beautiful valentines.

Jean's mother came running to see the surprise.

R-M-BRINK PATHOFF

"What beautiful red hearts and dear little cupids!" she said.

Fido could keep still no longer. He wagged his stumpy tail as hard as he could, leaping and barking with joy.

"Ha! ha!" laughed mother. "Fido knows St. Valentine has been here. I must run over to grandmother's house and see if she, too, has had a visit from him."

Jean did not say a word; but, as soon as her mother had left, the little girl ran to her room, changed her dress, and threw a big cloak about her. Away she and Fido ran as fast as they could to grandmother's house, laughing all the way.

She knocked at the door, threw off her cloak, and waited. She heard grandmother's voice saying, "That sounds like my little girl's knock. I'm having several visitors this morning."

Grandmother opened the door. There stood Jean in a white dress all covered with red hearts and little cupids with flaming darts. Fido was dancing and barking around her.

In a minute grandmother knew what it all meant. She threw her arms around her little girl and said,

"This is my valentine,
This is my dove;
This is the child
I dearly love."

You know the secret which Jean did not share even with Fido. What was it? When did you find out

this secret? Why did Jean wish her grandmother's valentine to be different from the others? What did Jean do to make herself into a valentine? What rhyme did grandmother add to her living valentine?

Pronunciation

These words are used in the story "Grandmother's Valentine." Pronounce them carefully after your teacher.

valentine	minutes	flowers	often
finished	different	visit	beautiful
pretty	busily	enough	several

Use each word in a sentence.

Write these words on your Better Speech bulletin.

Practice pronouncing them a few minutes each day for a week.

71. A GOOD WAY TO BEGIN YOUR STORY

You know how quiet you become when the story-teller begins his story. That is because you wish to hear his opening sentence. He makes the beginning sentence so interesting that you are anxious to hear the rest of the story. Of course he doesn't tell **you** the most interesting thing in the opening sentence. He makes you wait for the surprise in the story.

Does the opening sentence in "Grandmother's Valentine" make you wonder what the secret was? Were you anxious to read the story and find out?

One day Jean's teacher asked her pupils to tell about their valentine fun. Jean told how she surprised her grandmother. Tell this story as if you were Jean speaking. Use a good opening sentence. Do not tell the secret in the opening sentence! When you have finished, your classmates will say:

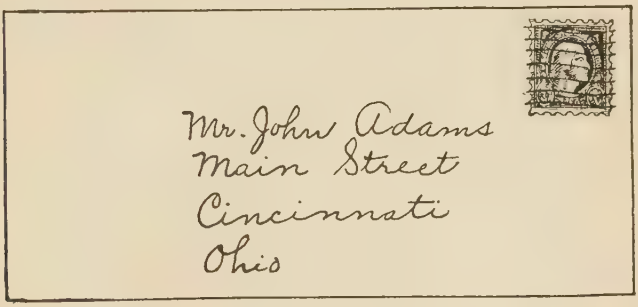
1. What they liked about your way of telling your story.
2. What they think you could do to make it better.

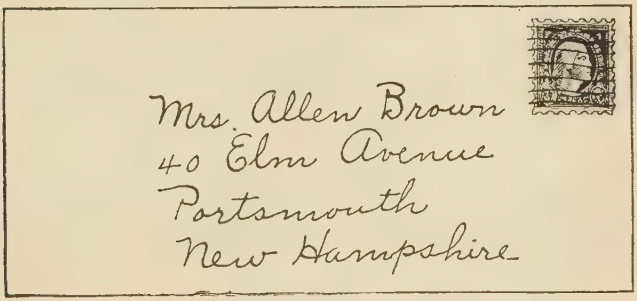
72. HELPING THE POSTMAN

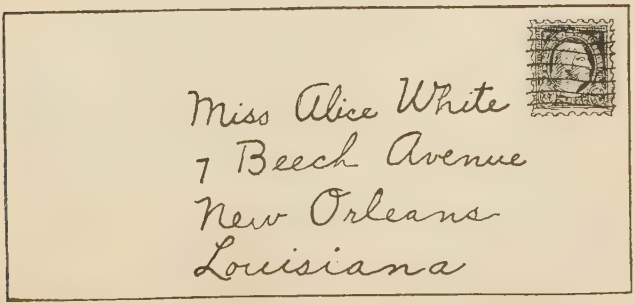
Jean was her own postman. She carried her valentines to her friends' doors. You can send valentine messages by mail if you learn how to address the envelopes correctly. In order to help the postman to know where to take your letter, your envelope should tell him clearly

1. The name of the person to whom you are sending the letter.
2. The number of the house and the name of the street or avenue on which he lives.
3. The names of the city and the state where he lives.

Look carefully at these three addresses. They are correctly written and placed.







Where is the person's name written? What does the second line of writing tell? What does the third line of writing tell? What is on the fourth?

A good many capital letters are used in addressing envelopes. You know that each word in a person's name begins with a capital letter. With what kind of letter does each word in the name of a street begin? How does each word in the name of a city begin? How does each word in the name of a state begin?

In writing an address use a title of respect before the person's name. In these addresses you see three titles of this kind. They are **Mr.**, **Mrs.**, and **Miss**. **Mr.** is a short way of writing the title **Mister**. **Mrs.** is a short way of writing **Mistress** (pronounced **Misses**.) With what kind of letter does each of these titles begin? What kind of mark is placed after a shortened title?

For your next lesson you will need five pieces of paper about the size of an envelope. On these you are going to write addresses.

73. WRITING ADDRESSES

1. On your slips of paper, copy the addresses of Mr. John Adams, Mrs. Allen Brown, and Miss Alice White. When you have finished, compare your work with the addresses in the book.
2. Write your name and address.
3. Write the name and address of a friend.

74. MAKING VALENTINE RHYMES

Read once more this valentine greeting, which Jean's grandmother made:

This is my valentine,
This is my dove;
This is the child
I dearly love.

Which words in these lines sound alike? Where are they? When words sound alike, as in these lines, we say they **rhyme**.

Here is another valentine greeting:

To you I send, O mother dear,
A message full of love and cheer!

Which words in this message rhyme? Think of other words that rhyme with **dear** and **cheer**. Give words that rhyme with these words: **love**, **gay**, **you**, **valentine**.

One of the rhyming words is left out of each of these messages. The blanks show where the words should be. Think of a suitable word for a blank. Then read the rhyme aloud, filling the blank.

1. I send this valentine to you.
   It tells you that my heart is ——.

2. I love you, my dear,
   And I shall all the ——.

3. Mother dear, so kind and true,
   This valentine I send to ——.

4. To baby sister, sweet and gay,
   I send my love this happy ——.

5. Little friend, with eyes of blue,
   Here is a valentine for ——.

A Copying Exercise

Copy the rhyme which you like best. With what kind of letter does the first word in each line begin? When you have finished, compare your copy with the rhyme in the book. Did you make an exact copy?

75. WRITING VALENTINE LETTERS

In a letter write a valentine rhyme to some one at your home or to some one else whom you would like to remember on St. Valentine's Day.

You may copy one of these. Or, you may make a rhyme of your own.

Dear Mother,
This message is my valentine.
It says my heart is ever thine.

Dear Betty,
This is my messenger dove
That brings you my valentine love.

When you have finished, put your valentine letter into an envelope, address it carefully, and put a stamp on it. Your letter is then ready for the postman.

76. MAKING PLANS

A Valentine Box

Wouldn't it be fun to have a valentine box in your classroom and send one another valentine messages? Talk the matter over with your teacher. Decide on the size of the box that you will need. It would be a good plan to decorate your valentine box.

Remember that your messages should be friendly, pleasant ones. On the envelope write clearly the name of the person to whom you are sending your valentine. Also, write his school address. Will this letter need a stamp? Why? Choose a postman. At the proper time he will open the box and deliver the letters. He may need several helpers.

77. WATCH YOUR SPEECH

There is—There are

You have studied how to use the words is and are correctly. Sometimes the word there is used with is or are; as,

There is my book.
There are my books.
Is there a boy in this class?
Are there boys in this class?

Use the expressions *there is* and *is there* with a word that means one person or thing. Use *there are* and *are there* with a word or words that mean more than one person or thing.

These expressions are used correctly in the following sentences. Repeat the sentences aloud several times.

There is a spider spinning.
There are two spiders spinning.
Is there a queen bee in the hive?
Are there many workers in each hive?
There is a rainbow in the sky.
There are seven colors in the rainbow.

Have a few minutes' drill on these sentences every day for a week.

Using There with Is and Are

The expressions there is, is there, there are, are there, are left out of these sentences. Study the sentences carefully. Then read them aloud, filling each blank with the correct words.

1. —— —— many stars twinkling in the sky?
2. —— —— only one moon.
3. —— —— many evergreen trees in this forest?
4. Do you know how many clouds —— —— floating in the sky?
5. —— —— a kite overhead.
6. —— —— five kites flying now.

7. How many colors —— —— in the rainbow?
8. —— —— beautiful designs in snowflakes.
9. —— —— a merry thrush in that tree?
10. —— —— any birds in the nest now?

78. A GAME

What Have You Hidden?

The word there is often used with isn't and aren't. Pronounce there isn't and there aren't carefully. Then play this game. Choose a leader. He will leave the room while you prepare to play your part. A classmate will write on the blackboard the names of ten things in your classroom; such as,

book	crayon	pencils
erasers	hat	penholder

Choose one of the things named and hide it in an empty box or desk. Call the leader in and tell him what you have done. Do not say the name of the object which you have hidden. By asking questions about the things named on the blackboard, the leader must find out what you have hidden. The questions and answers go in this way:

Leader. Bob, is there a book hidden in the desk?

Fred. No, there isn't a book hidden in the desk.

Leader. Tom, are there pencils hidden in the desk?

Tom. No, there aren't pencils hidden in the desk;

[or]

Yes, there are pencils hidden in the desk.

As soon as the leader has guessed the correct object, he chooses another leader and the game continues.

Any one who lets the sly fox ain't creep into his sentence, is out of this game.

79. TALKS WITH LITTLE CITIZENS

Our Flag

These children are in the correct position for saluting our flag. How are they standing?

They are expressing their loyalty to our flag. This is what they are saying:

> I pledge allegiance to the flag of the United States and to the Republic for which it stands: One Nation indivisible, with liberty and justice for all.

Learn this beautiful way of saying that you will try to be faithful and true to all that our flag means.

Many boys and girls from other lands come to our country and make it their home. By and by they become American citizens. They should learn how to salute our flag.

Imagine that one of your classmates has just come from a foreign land. He has not learned how to salute our flag. Go with him to the front of the class and teach him how to do this.

80. FOR HOME AND SCHOOL

Every boy and girl should be able to answer these questions about our flag:

What colors are in our flag?
How many stripes are in it? How many stars?
How are the stripes arranged?
Where are the stars?
Why are there thirteen stripes?
What do the stars tell?
On what buildings have you seen our flag flying?
What do you think about when you see our flag?

Perhaps your teacher will give you a few days in which to make sure you can answer all of these questions. When you are ready, give your answer in one or two clear sentences.

81. A STORY TO READ

There are many stories told about George Washington's boyhood which we like to hear. Read this one.

Young George and the Colt

When George Washington was a boy he lived on a large farm in Virginia. Here his father took a great deal of pride in his fine horses. Several of these young horses that had not yet been broken belonged to his mother; and one of them, a sorrel, was very wild. No one had been able to do anything with it and it was called thoroughly vicious. George Washington was determined to ride this colt and tame it, for he believed that there was no finer animal on his mother's farm.

Early one morning, with some other boys as helpers, he set out for the pasture where the young horses were grazing. It was no easy matter to catch the sorrel colt; but this was finally done, and a bit was put into its mouth. Then, as the other boys stepped aside, Washington sprang upon its back.

The frightened, maddened animal started away with a bound. It tried to throw its rider, but Washington kept his seat and pulled on the reins. The animal reared and plunged, it leaped and ran; but its rider never once lost control of it or failed to bring it back to the place from which it had started.

As if determined not to be mastered, the colt

at last sprang high into the air. Then with a groan it fell to the ground dying. The violence of its struggles had burst a blood vessel.

Soon afterwards the boys heard the call to

breakfast, and all went together to the house, wondering what they should say about the colt.

"Well, young gentlemen," said Mrs. Washington, "I see that you have been out to the pasture. How are all the colts looking? They tell me that the sorrel has grown fast and is a beautiful animal."

The boys looked at one another, but no one liked to speak. The mother saw that something was not right, and she spoke again.

"Did you see my sorrel colt this morning, George?"

"The sorrel colt is dead, madam," answered George. "I killed him."

Then he told the whole story.

At first his mother flushed with anger, just as he himself often did; and then, like him, she controlled herself, and listened quietly to the end.

"Very well, my son," she said, "I see that it was not altogether your fault. While I am sorry to lose the best colt on the plantation, I am pleased that you are brave enough to tell me the whole truth about it."

HORACE E. SCUDDER

When George and his companions heard Mrs. Washington's call for breakfast, you know what worried them. How did the boys feel when Mrs. Washington asked about her colt? What brave thing did George do then? What shows that his mother valued truth highly?

82. DRAMATIZING A CONVERSATION

George told his mother the whole story about killing the colt. The conversation took place at the breakfast table. Dramatize this scene. One pupil will take the part of George; another, the part of George's mother. Several boys will be George's companions. Use some of the new expressions which you have learned; such as, thoroughly vicious, determined to ride, reared and plunged, burst a blood vessel, not altogether your fault, brave enough.

This plan will help you:

SCENE: AT THE BREAKFAST TABLE
CHARACTERS: MRS. WASHINGTON
GEORGE AND HIS BOY FRIENDS

Mrs. Washington (*to the boys as they take their places*). .....
Boys (*do not answer*). .....
George. .....
Mrs. Washington (*to George*). .....
George (*tells his mother the story*). .....
Mrs. Washington. .....

83. FOR REVIEW

The story "George Washington and the Colt" reviews several uses of capital letters and punctuation marks which you have learned. Turn again to the story. With what kind of letter does every sentence begin? Read a sentence which tells something. What kind of mark follows it? Read a sentence which asks a question. What kind of mark is placed at the end of it? Find the name of a person. With what kind of letter does this name begin? What title of respect is used in speaking of George's mother? How is this title written? Find the name of a state and tell how it is written.

On the board write sentences about this story. Your sentences may tell something or they may ask questions.

84. A PATRIOTIC PROGRAM

Wouldn't you like to plan with your teacher a patriotic program and invite friends to share it with you?

In your English lessons you have had an exercise which taught you to salute the flag and to say the pledge of allegiance. You read a story about George Washington's boyhood and learned how to dramatize part of it. In your reader and in other story books you will find other stories about George Washington which would be suitable for your program. If you give your entertainment in February it would be interesting to add stories about Abraham Lincoln.

What patriotic poems would you like to include in a program of this kind? What songs?

If you decide to ask the children of another grade to be your guests, send them an invitation. Make it a class exercise; that is, compose it working together.

Practice saying the message. Send one of your classmates to deliver the oral invitation.

85. FUN FOR A RAINY DAY

The children in this picture are playing a game called "Frog in the Middle." It is good fun for a rainy day when you stay indoors. This is how to play it.

Frog in the Middle

A group of six or seven children may take part in this game. A child, who plays he is the frog, sits on a stool in the middle of the room. The other children run toward the frog and dance round him, saying,

"Frog in the middle, you can't catch me!
Frog in the middle, you can't catch me!"

The frog tries to catch the children with his hands, but he must not get up from the stool.

Sometimes the players tease him by calling out, "You can't catch me!" "Catch me if you can!" If the frog catches a player, he takes the place of the frog. Then the game begins again.

In this game where does the frog sit? What does he try to do? What do the other players do? If the frog catches a player, who takes the frog's place? When is the game won?

One of you may explain how to play this game. Go before the class and place the players in proper positions. Your classmates will notice where you place the players and listen to your directions. They will ask any questions about playing the game which they wish you to answer.

Pronunciation

Here are some of the calls which children use when they are playing "Frog in the Middle." The word **catch** is in each. Read the calls several times, giving particular attention to the word **catch**.

Can you catch me, frog?
You can't catch me!
Catch me, frog!
I'll not let you catch me!
Here I am! Catch me!
Catch me, if you can!
You didn't catch me!
Catch me! catch me! catch me!

When you are playing the game, pronounce the word **catch** very carefully.

86. TELLING HOW TO PLAY GAMES

By giving careful directions you can teach one another how to play many new games.

Below are the names of games which boys and girls enjoy:

1. Blind Man's Buff
2. Fox and Geese
3. Statues
4. Pussy Wants a Corner
5. Drop the Handkerchief
6. London Bridge

Name other games which you enjoy. Is your favorite game named here? What is it?

In these lists you may find the name of a game which you do not know how to play. Perhaps a classmate will name a game which you have never played. Choose one which you would like to learn. A pupil who knows how to play the game will teach it to you by telling

1. How many children may take part in it.
2. What the leader does.
3. What the others do.
4. Who wins the game.
5. Who is the next leader.

87. WHEN TO USE THE WORD *AN*

Read these sentences aloud:

1. An American traveller visited an Eskimo.
2. The Eskimo called his home an igloo.
3. In the middle of a room was an open fire.
4. The skin of an unlucky bear made a curtain.

You see that the word an is used before some words and the word a before others. It is easier to pronounce certain words with an than with a. Try reading the sentences printed above, using the word a in place of an.

Look again at the words before which an is used. With what letters do these words begin? Here is a

rule that will help you to remember when to use the word an instead of the word a.

Use *an* before words beginning with the sound of a, e, i, o, or u.

Read these sentences aloud, using in each blank the proper word, a or an.

1. To-day —— airplane brought the mail to our city.
2. The leaf of —— tree is —— umbrella for the bird.
3. I like —— orange better than —— pear.
4. This acorn grew on —— oak tree.
5. I saw —— eagle soaring over the hill.
6. Is —— papoose —— Indian baby?
7. Did you ever see —— elephant roll —— hoop?
8. The baker put the Christmas cake into —— oven.
9. Here are —— bee and —— ant.
10. Have you —— aunt and —— uncle?
11. —— elephant's tusks are ivory.
12. Old Speckle lays —— egg very day.
13. She lays it in —— nest under —— apple tree.
14. —— ant is —— industrious little creature.

Which Word Will You Use?

Read these sentences silently. Think which word, a or an, you will use in each blank.

1. At the circus I saw —— elephant that could ring —— bell.

2. On Arbor Day we planted —— elm tree.
3. My pony enjoys eating —— apple.
4. I see —— bird carrying —— old rag to her nest.
5. How does —— Eskimo keep warm?

Copy the sentences and fill the blank in each with the correct word, a or an.

When you have finished, read your sentences aloud. Your ear will be your best guide in this exercise.

88. STUDY OF A PICTURE

I. These boys are having a good time with their toy boats. Which of the boats are setting sail? Point out one that is coming into port. Where is the harbor? What kind of weather is good for sailing boats?

Show that the wind is a fine playfellow for these children.

II. You are the captain of one of these boats. You took a long voyage in it. Where did you set sail? Did you go to a foreign land? Exciting things often happen when one goes on a long voyage. What happened to you? Into what port did you come? Were you glad to reach home? Why?

89. MAKING SENTENCES

On the board write three sentences. In each tell something about the fun these boys are having.

Write three more sentences. In each ask the boys something about their boats.

For Home and School

Boys and girls are fond of making boats of paper or wood. Make some kind of toy boat at home. Bring your boat to school. Show it to your classmates and tell what material you used to make it. Also, tell how you put the parts of your boat together.

Or, bring to school the picture of a boat. Tell what kind of boat the picture shows, and for what that kind of boat is used.

90. ANOTHER STORY TO READ

In the first and second grades you learned several poems by Robert Louis Stevenson, who loved little

children. When he was a child, he did many things just for fun. Here is a story about happy times which he had with some neighbor children.

Story-Telling in a Boat

When Robert Louis Stevenson was a little boy his favorite sport was being a lantern bearer. He would steal out of his home on a late September evening, his coat buttoned up tightly over something that bulged at the waist. Presently, an-

other dark figure was seen, also with a buttoned-up overcoat, and the same kind of bulge at the waist.

"Have you your lantern?" whispered Louis.

"Yes," came the answer.

All was well and away to the shore the figures took their way and were joined by others. One by one they climbed into an old boat and crouched together at the bottom. The wind whistled and shrieked overhead, but down there they were sheltered. The overcoats were slowly and carefully unbuttoned. What seemed to be but a bulge, was shown to be the dim light of a lantern. The boys sat and told exciting stories mingled with the shriek of the wind outside, while the sky was black and the sound of the sea was in their ears.

When Robert Louis Stevenson grew to be a man, he never forgot that he had been a little boy. He remembered the happy times he had had on the farm and his make-believe games, and he wrote about these in verses which grown people, as well as children, love to read and learn.

His favorite rule was, "Be good and make others happy." He believed that every one should be happy and that children should remember,

"The world is so full of a number of things;
I'm sure we should all be as happy as kings."

AMY STEEDMAN

Robert Louis Stevenson knew how to make his own good times. What a merry story hour these neigh-

bor boys had! Tell why the old boat was a good place for story-telling. What did the boys do with their lanterns when they reached the boat? How did they sit in the boat while telling stories? The story says that the boys told exciting stories. What does that mean? What kind of night was it? Would you have enjoyed being there? Would you have enjoyed telling stories in a boat? Why?

Repeat Robert Louis Stevenson's favorite rule.

Learn the two lines in which he tells why we should all be happy.

91. A POEM TO ENJOY

Here is one of the poems which Robert Louis Stevenson wrote when he grew to be a man.

A Good Play

We built a ship upon the stairs
All made of the back bedroom chairs,
And filled it full of sofa pillows
To go a-sailing on the billows.

We took a saw and several nails,
And water in the nursery pails;
And Tom said, "Let us also take
An apple and a slice of cake";—
Which was enough for Tom and me
To go a-sailing, on till tea.
We sailed along for days and days

And had the very best of plays;—
But Tom fell out and hurt his knee,
So there was no one left but me.

ROBERT LOUIS STEVENSON

How did these children make their ship? What were the billows? What did these sailors take with them? Would you enjoy this kind of play? Why? On what kind of day would you play it?

What do you like about this poem?

What other kind of play makes good fun for days when you stay indoors?

This poem is divided into three groups of lines. Each group of lines is called a stanza. With what kind of letter does the first word in each line of poetry begin?

92. MEMORIZING A POEM

Learn this poem by heart. Read once more the directions on page 8 for memorizing a poem. After reading the poem several times, memorize it by learning one stanza at a time. In a few days your teacher will ask you to recite the poem.

Here are the first lines of other poems written by Robert Louis Stevenson:

1. A birdie with a yellow bill
2. The coach is at the door at last
3. Of speckled eggs the birdie sings
4. The rain is raining all around
5. The friendly cow all red and white

From a Drawing by Florence Storer for Robert Louis Stevenson's "A Child's Garden of Verses."

These lines may help you to recall a poem. Recite it to your classmates.

93. ANOTHER GAME

Here is another game for you to play. Your teacher will divide the class into team A and team B. One pupil will be the leader. He will say one of these words to the first member of team A.

whistle	flower	~~write~~ kite	lesson
snowball	thistle	potato	picture

The player on team A will reply quickly with a suitable answer chosen from these sentences:

I blew it.	I grew it.	I flew it.
I threw it.	I drew it.	I knew it.

For example:

Leader. A whistle
Player on team A. I blew it.
Leader. A snowball
Player on team B. I threw it.

If a player misses, he takes his seat and his turn is given to a player on the opposite team. Before beginning this game, take time to look over the lists of sentences and decide which answer you will choose for each word.

94. A POEM TO ENJOY

After the long cold winter weather, boys and girls watch anxiously for a small feathered messenger who comes, like a flash of blue, bringing news of spring.

Here is a poem about this welcome visitor. Close your eyes and listen carefully while your teacher reads it to you. As you listen, do you see any pictures?

Little Bird Blue

Little Bird Blue, come sing us a song;
The cold winter weather has lasted so long,
We're tired of skates, and we're tired of sleds,
We're tired of snowbanks as high as our heads —
Now we're watching for you,
Little Bird Blue.

Soon as you sing, then the springtime will come,
The robins will call and the honeybees hum,

And the dear little pussies, so cunning and gray,
Will sit in the willow trees over the way —
So hurry, please do,
Little Bird Blue!

We're longing to hunt in the woods, for we know
Just where the spring beauties and liverworts grow,
We're sure they will peep when they hear your first song,
But why are you keeping us waiting so long,
All waiting for you,
Little Bird Blue?

The bluebird is called the herald of spring. What does the word herald mean? Why is the bluebird a good herald? The child asks Little Bird Blue to hurry. Why are children anxious to see him? How do the children know where to find spring flowers?

Learn the poem "Little Bird Blue." It is a beautiful selection for a Bird Day program.

95. WATCH YOUR SPEECH

Flew—Flown

The words flew and flown are used correctly in this story.

Mary and the Butterfly

One morning a yellow butterfly flew into a garden and rested on a green bush. Mary was gathering a bouquet of flowers for the dinner table.

She thought the butterfly was a yellow flower. But when she tried to pluck it, away it flew.

"Mother, where has my yellow flower flown?" asked Mary.

"Your flower has flown into the next garden," laughed mother.

You see that the word flown always has a helper; such as, has, have, or had. Flew never has a helper.

For Practice

In your answers to these questions about Mary and the butterfly, use the correct word flew, or the word flown, with has, have, or had.

1. What flew into Mary's garden?
2. What happened when she tried to pluck it?
3. What did she ask her mother?
4. Tell her mother's answer.
5. Has a butterfly ever flown into your garden?
6. Did it fly away?

96. CHOOSING THE CORRECT WORD

If you have learned to use the words flew and flown, you can fill each blank in these sentences with the correct one of these words. Try to do this.

1. The birds have —— to a warmer climate.
2. They —— to a place where they can find food.
3. Have you ever —— a toy balloon?

4. The silk of this milkweed has —— in all directions.

5. The airplane which —— over our school yesterday was painted red and white.

6. Arrows —— swiftly from the bows which Indians used.

7. This butterfly has —— from flower to flower.

8. The seed keys of this maple have —— into our yard.

97. A STORY TO READ

Read this story silently and be ready to answer the questions which follow.

A Wise Little Bird

One day, as a little bird was flying, she saw a long strip of rag in the road.

"That is just the thing for my nest," she thought. "I will take it home."

She flew down, picked up one end of the rag in her bill, and started to fly away with it. But a strong wind blew the long rag about her wings so that she came tumbling down to the dust. Giving herself a little shake, she unwound the rag and freed her wings.

"Oh! I should have taken it up by the middle," she thought as she cocked her eye and looked the rag over. "How stupid of me!" And with that thought, she seized the rag by the middle and started away with it as quickly as she could.

Now, instead of one loose end, there were two;

and the wind soon made short work of them. The little bird became entangled in the string, but again she reached the ground safely.

Then she stopped to think. She cocked her head first on one side and then on the other side as she hopped all about the rag.

"What shall I do next?" she asked herself. "I've tried to carry it by one end, then by the middle; and I couldn't."

At last she thought of a plan. She hopped up to the rag, and with her beak and claws she rolled and rolled and rolled it. At last it was a little ball with the ends folded carefully inside. She pushed her beak into the ball, and shook her head as much as to say, "There, you'll not entangle me this time." And away she flew with it to her nest.

This little bird was very anxious to get the rag. How did she carry it the first time she tried to reach her nest? What plan did she try next? What did she do at last? What made all her trouble? How would you speak of a little bird that would not be beaten?

Here are two sayings which we often hear:

1. Where there's a will there's a way.
2. If at first you don't succeed,
   Try, try again.

Show that these sentences mean the same thing as the story "A Wise Little Bird."

98. STORY-TELLING FROM AN OUTLINE

"A Wise Little Bird" is a good story to tell at home. In class practice telling it. Follow this plan or outline. It will help you to remember the steps of the story.

1. What the little bird saw
2. How she tried to get the rag the first time
3. How she tried to get it the second time
4. How she at last succeeded

99. TALKS WITH LITTLE CITIZENS

Helping the Birds

The wise bird was very anxious to use the rag for building her nest. Name other things which birds use in nest building. Where do they find what they need? How do they carry the material to their building place? Tell how they put this material together. Men use tools when they build. What are the birds' tools?

Some of you have watched a bird making a nest. Tell how she did it. What becomes of the nests after the birds have left them? How do the birds help us?

How can a little citizen help to protect birds and their nests?

For Home and School

In many ways boys and girls can attract and take care of the birds that come to their neighborhood.

Find out where there are bird houses, bird baths, or bird lunch-counters near your home. Be ready to tell in class where they are; also, tell about anything else you have seen that helps to attract and protect the birds.

100. LETTER WRITING

Class Exercise

Some of our birds go South during the winter and return to us with the spring.

Working together, write a letter of welcome to a bird that has been away during the winter season. Tell her how you missed her while she was gone. Also, tell her where there is a bird house, a bird bath, or a bird lunch-counter. Invite the little feathered creature to come and build near your home or your school. Promise her that you will help to protect her and help to make her happy. Don't you think that Little Blue Bird would like to have such a letter?

When you have finished, look over your work and see if you can make it better. Copy your corrected letter without making one mistake. One or two of the best may be put into your class book.

101. REPORTING NATURE NEWS

Write the words Nature News on your bulletin board. Each day your teacher will name two pupils to be reporters. Before school they will write under this heading the name of the day and a bit of nature news.

They will give their reports in two or three short, clear sentences. At some time during the day the class will read the nature news reports and suggest improvements. A good reporter has sharp eyes and ears. Also, he tells exactly what he sees and hears. Here are copies of nature news reports.

Nature News

Monday. Spring is here. I saw my first robin this morning. He looked like a ball of feathers. I think he was cold.

Friday. Yesterday I saw a mother squirrel carrying her little one up a tree. She took the back of his neck in her mouth. He curled his tail around her neck. The mother squirrel looked like a cat carrying a kitten.

102. PLAYS IN PANTOMIME

In pantomime plays, you know that you act without speaking a word. Try these little plays. First, read them silently and choose one which you would like to act. Read it once again and think how you will play it. Go before your class and act your story in pantomime. When you have finished, your classmates will be ready to tell what they liked in your pantomime. Also, they will be on the watch to see if you have left out anything which the story tells about. Perhaps they will think of a better way to play some part of it. If so, they will tell you.

1. A little girl heard "Mew-mew" outside the door. She ran to the door and opened it. There stood a hungry kitten. The child felt very sorry for it. She picked it up and held it in her arms to warm it. Then she got a bowl of milk and gave it to the kitten to drink. While it was drinking, she stroked its soft fur very gently.

2. It is morning. You are starting for school. When you open the door to go out, you find that it is raining. You are surprised. You shut the door. Then you get ready to go out in the rain.

3. You come into a room where a fire is burning. Show by your actions that you have been out in the cold.

4. Grandmother is sitting on the porch knitting. Soon a cool breeze blows. Grandmother shows that she is cold. She gets a shawl, puts it around her, and goes on with her knitting.

5. One day an Indian boy was practicing with his bow and arrow. He put a stick in the ground for his mark. Then he walked away, took careful aim, and sped his arrow. How delighted he was to see the arrow hit the mark!

6. It was a day in March. John was walking down the street. Suddenly a gust of wind lifted his hat and rolled it along the sidewalk. John ran after it. Just as he was about to pick it up, the wind rolled it along again. Away went John once more after his hat. At last the wind blew it against a building, where John got it. How he laughed!

7. You go into your garden and gather a bouquet. Arrange your flowers carefully. Present your bouquet to some one.

103. MORE PRACTICE IN STORY-TELLING

The Indian Story-Teller

The Indian grandmother was a wonderful story-teller. In the winter time, when no work could be done in the gardens and fields, she amused the children and the older people of the village with her tales about nature. When she was ready to begin her story-telling, she would call out, "Come, listen to my story." All who wished to hear would answer, "We come gladly." Quickly they would gather together to hear the tales "How the Birds Came," "Why the Rabbit Is So Timid," "Why the Rainbow Has Many Colors," "How Roses Got Thorns," "Woodpecker's Bright Head Feathers," and many other wonderful stories.

Sometimes, after the grandmother had finished a tale, a listener in the circle would offer to tell one. It often happened that several in the circle would add to the enjoyment by telling stories.

Grouped around the bright fire in the wigwam, the Indians, old and young, would listen to the story-teller's tales. The children of the circle always sat farthest away, in order to let the old people have the most comfortable places.

Here is one of the favorite Indian stories:

How the Birds Came

One autumn day the Great Spirit was very sad. He was watching the gold and crimson leaves fade and flutter to the ground. The children, he knew, would miss their beauty. What could he do

to save it? Suddenly he thought of a plan. He changed the leaves into birds of different colors. Back into the trees they flew, filling the air with their sweet singing. That is how the birds came to earth.

In order to interest her listeners, the Indian story-teller

1. Chose a very interesting story to tell.
2. Knew her story well.
3. Told the steps of her story in the best order.
4. Spoke clearly.

Read this Indian story. Then retell it.

Woodpecker's Bright Head Feathers

Once upon a time Gray Woodpecker wore a suit of plain gray feathers with a few white patches on it. He looked admiringly at the bright colors which many of the other birds wore. Sometimes his gay companions taunted him about his plain clothes. This made him very sad, and he would fly away from the woods for a while.

He often went to an Indian village where he became a friend of a young girl named Pretty Dancing Maiden. Whenever this Indian girl dressed for a dance, Gray Woodpecker helped her to paint her face with many colors.

One day when she was ready for the dance she waited for her little bird friend to praise her

beauty, but he said nothing. Then she asked him which color needed deepening.

"Red, red, red!" was his answer.

The maiden took up the two bits of wood which were her paint brushes, dipped them into the red paint, and touched her lips and cheeks again. Then with a merry good-by to Gray Woodpecker, she ran away to the dance.

When she had gone, the little bird looked at the maiden's paint brushes, on which there was still some bright red color. His eyes twinkled merrily. He took up the wooden brushes and rubbed some red paint over each of his ears.

Laughing gayly, he said to himself, "The birds of the forest can never again say that I am a bird of plain clothes." Ever since that day Gray Woodpecker has worn red color over his ears.

You have heard or read many Indian stories. No doubt, there are several in your readers. Your teacher may let you have an Indian story hour.

104. ASKING AND ANSWERING QUESTIONS

Divide your class into two sides. The children on one side will play that they are Indians. Those on the other side will play that they are white children visiting the Indians. The visitors will ask the Indians questions about their story-telling hours in the wigwam. The Indians will answer the questions.

Next, it is the Indian children's turn to ask questions.

They will ask their visitors about story-telling time in homes and schools of the white children. The white children will answer.

105. BETTER SPEECH

Pronunciation

You have had fun blowing the down from the head of an old dandelion. When you do this, you make the sound of the letters wh. Practice making this sound.

Here are some words which begin with the letters wh. Pronounce each one carefully:

when	why	what	whip
where	which	while	white
whistle	whether	whiz	whale

Put these words on your Better Speech bulletin. Pronounce them every day for a week.

106. BETTER SPEECH

When to Use May and Can

One day Billy's mother gave him a set of garden tools.

"Oh, mother," said Billy, "can I make a garden?"

Billy's mother smiled. Then she said, "Can you make a garden? Of course you can. You are strong enough. You have a good piece of ground and you have the right kind of garden tools. I believe you are able to make a garden."

Then mother smiled again, wondering if Billy would understand that she was trying to correct a mistake that he had made. She had been trying to help him to say **may I** when he was asking permission to do something.

Billy thought for a moment. Then he said, "**May I** make a garden, mother?"

"Yes, Billy, you **may** make a garden," answered his mother. Away Billy ran.

The conversation between Billy and his mother about making a garden shows how to use correctly the word **may** and the word **can**.

Remember to use the word *may* in asking or in giving permission.

For Practice

Tell how you would ask permission:

1. To go home.
2. To go fishing with a friend.
3. To go for a walk.
4. To read your story-book.
5. To share your umbrella.
6. To play with your ball.
7. To close the window.

Tell how you would give permission to some one:

1. To speak to a classmate.
2. To sharpen your pencil.
3. To sit by some one.
4. To pass in front of you.
5. To be excused.
6. To sit near you.

For Practice

The words may and can are used correctly in these sentences. Read them aloud several times. This practice will help you to use these words correctly.

1. Can you knit a pair of mittens?
2. I cannot knit, but mother can.
3. May I get some cherries?
4. You may pick the cherries, if you can climb the tree.
5. I can write a note. Can you?
6. You may see the one I wrote yesterday.
7. May we make some candy?
8. You may have the sugar, if you can make the candy.
9. May I come into your room? You may.
10. I can climb the apple tree.
11. You may go, if you do not stay too long.
12. You may make a garden. Can you dig and hoe?

107. SOMETHING TO WRITE

Here are some questions for you to answer. Read the stories silently. Then write answers to the questions which follow each story.

1. A mother robin followed a farmer who was ploughing a field. Every little while she picked up something in her bill and flew to the orchard with it.

What did she pick up?

Where did she go with it?

2. A bumble bee flew to a morning-glory vine. He went into many of the flowers. Then he flew away over the fields.

What did he get?

Where did he go with it?

3. One day a little squirrel worked all morning long. It was a good day to work because Jack Frost had been to the woods the night before. Many times he took something in his mouth and scampered away with it.

What did he take from the woods?

How did he carry it?

What did he do with it?

108. MAKING PLANS FOR PLAYING STORE

These children are playing store. What kind of shop is it? What do we call the person who keeps this kind of store? Point out the merchant. Point out the customers. What can they buy at this shop?

Before playing this game, these children made careful plans. They thought about what material they would need to make a store. You see by the picture that they have a fine grocery. Of what did they make their counter? What did they do for shelves? What do they sell? How do they measure the things that they sell? They made paper circles for money. On each piece they wrote its value; as, cents, nickels, dimes, and quarters.

Also, they made price labels, which you see in the picture. Cts. is a short way of writing the word cents. Doz. is a shortened form of the word dozen.

Here are other words and their shortened forms which the children used in their price labels:

pint — pt.	peck — pk.	inch — in.
quart — qt.	pound — lb.	foot — ft.
gallon — gal.		yard — yd.

Learn how these shortened forms are written.

109. PLAYING STORE

You can play store in school. Several of you in turn may be merchants. Others will be customers. You who are merchants may keep any kind of shop that you wish. Your teacher's desk will be your counter. Before you take your place in your shop, print on the board your name and the kind of shop you keep. For example:

William Hunter Grocery	Tom Gates Vegetable and Fruit Market	Bob Jones Fish Market

Be sure to print price labels.

The merchants are now ready to receive their customers. A good merchant is always courteous. He remembers when to say good morning; thank you; call again, please; I am much obliged to you; good day.

SPECIAL SALE
APPLES 10 CTS. PER DOZ.
SOUP 8 CTS.
FLOU
BISCUITS
10 CTS. DOZ.
TRY O
HOME
BREA
R-M- BRINKERHOFF

The customers, too, should be courteous and return the merchant's greeting. Also, they should use the courteous expressions: **if you please**; **yes, please**; **thank you**; **no, thank you**; and **good-by**.

This conversation might take place in a vegetable and fruit market.

Merchant. Good morning, Mrs. Brown.

Customer. Good morning, Mr. Gates.

Merchant. What do you wish to-day?

Customer. May I see your oranges?

Merchant. Certainly. Here they are.

Customer. How much are they a dozen?

Merchant. The Florida oranges are fifty cents a dozen.

Customer. Give me one dozen, please. Also, give me this measure of peas.

Merchant (takes the customer's money and makes change). I am much obliged to you. Call again.

Customer. Thank you. Good day.

Be sure to use **may** when asking and when giving permission. After two or three customers have bought what they wish, the next shopkeeper takes his place and the game begins again.

110. A POEM TO ENJOY

You have seen flocks of sheep grazing in the meadows or on the hillsides. Sometimes a man or a boy leads them to the pasture and watches over them to guard

the flocks from danger. He sees that the lambs do not stray too far away from the sheep.

Here is a poem about a shepherd who guards sheep and lambs in the meadows of the sky. While your teacher reads it, try to see the pictures in the poem.

The Kind Shepherd

The night wind is a shepherd,
The little stars, his sheep;
He leads them out to pasture
Before I go to sleep.

All night the flocks are grazing
On the hill slopes of the sky,
Nor do they wander far away,
While the wind goes riding by.

But if the night be very dark
And the paths by clouds be crossed,
The shepherd keeps his flocks at home
For fear a lamb be lost.

ANNA BIRD STEWART

In what pastures do the star sheep graze sometimes all night long? Why does the poet call the night wind a shepherd? What are his sheep? What are his lambs? Why don't the flocks wander far away while the wind goes riding by? On what kind of night do the flocks graze on the hill slopes of the sky? When must the star flocks stay at home?

Learn to say this poem from memory.

111. A TALK ABOUT A PICTURE

These boys are having a merry time. What kind of parade is this? Tell what the boy marching in front is doing. What helps the boys to march well? Why are the children on the sidewalk in position for saluting? Notice the paraders' caps. Each boy folded his own.

Have you ever taken part in a parade? How were you dressed? Who led your parade? What helped you to march well? What was the line of march?

In your next lesson you are going to learn how to fold caps like those in the picture. For that lesson you will need the largest square that you can cut from a page of newspaper, a pair of scissors, and six pins.

112. FOLLOWING DIRECTIONS

Making a Paper Cap

It is well for boys and girls to learn how to follow directions. Sometimes directions are given in oral language, sometimes in written. In order to follow directions you should learn to do two things:

1. Understand the directions thoroughly.
2. Do exactly what the directions say.

This means that you should think carefully before you act.

R-M-BRINKERHOFF

Here are directions for making a parader's cap:

1. Place your square of paper on your desk. Fold the upper edge over to the edge nearest you. You now have an oblong.

2. Fold the right edge of your oblong over to meet the left edge. You now have a square. Press your thumb along the right edge of the paper. Open your paper and notice the crease down the middle of your oblong.

3. Take the upper right corner of your paper and fold it over until it touches the bottom of the crease.

4. Take the upper left corner of your paper and fold it over until it touches the bottom of the crease.

5. Pin together the two corners which you have folded to the bottom of the crease. You now have a soldier's cap without the hem.

6. To make the hem, lay the cap flat on your desk with the rim of the cap toward you. From the lower left and the lower right corners of the cap cut slips about two inches deep along the slanting sides. Now fold a hem up from the rim of the cap. Pin the loose ends of the hem neatly together.

7. Open your cap and try it on. If you have made any mistake, read your directions once more and correct the mistake.

In case you wish a colored cap, use white paper and color it with crayons.

113. WHEN TO USE THE EXCLAMATION MARK

The children who were watching the boys' parade used these expressions:

Hurrah!
Listen!
Here comes the parade!
Oh! See the leader!
What a beautiful flag!

How did they feel when they spoke in this way? Expressions like these are called exclamations. An exclamation may be one word or it may be a sentence. We call this kind of sentence an exclamatory sentence.

We often use exclamations when we are speaking. If you found a bird with a broken wing, you might show your feeling about it by using these exclamations:

Oh!
See the poor bird!

If you wish to warn some one of danger, you might use these exclamations:

Look out!
Watch your step!
Stop!

You see a punctuation mark is used after each exclamation. This kind of mark is called an exclamation

mark. It should always follow a word or a group of words used to express strong feeling.

Writing Sentences

1. On the board write three sentences. In each ask the children something about the fun that they are having.

2. Write sentences which answer your questions.

3. Write two exclamatory sentences. In each express your joy or surprise at this parade.

114. LETTER WRITING

Dear Ted,

We are planning to have a parade on the Fourth of July. Tom will carry our new flag. Hurrah! Can you come home in time to march with us? Make a paper cap to wear.

Your friend,

Harry

Harry's letter sounds as if he were talking to Ted. What did he wish to tell Ted? What did he ask his friend?

What exclamation did Harry use? Why? What mark did he place after the exclamation? Where are capitals used in this letter?

Wouldn't you like to get a letter with such a jolly invitation in it? Suppose that you received this letter. Write an answer to it. Make your letter as natural as you can.

Several of you may write your letters on the board. Your classmates will tell what is good about each letter. Also, they will help to improve each.

115. WATCH YOUR SPEECH

Words Ending in ing.

Many words in our language end in ing. When using such words, do not slight these letters by pronouncing the word quickly.

Here is a list of words ending in ing. Pronounce them slowly. Give particular care to the way you say the last three letters in each.

running	reading	morning	cooking
jumping	spelling	evening	eating

Add to these other words ending in ing.
Use each in a sentence.

116. FOR REVIEW

Capital Letters and Punctuation Marks

Tell why each capital letter is used in these sentences:

1. Robert and I are making a kennel for Rover.
2. George Washington was born in the state of Virginia.
3. Do you always write I and O as capital letters?
4. Here comes the band!

5. Bessie Brooks and Tommy Snooks
Were walking out on Sunday.
Bessie Brooks told Tommy Snooks
The next day would be Monday.

Tell how each sentence is written and punctuated.

Dictation

Your teacher will read each sentence in the following, but once. Listen carefully. Then write the sentences from dictation.

John Burroughs was a bird lover. One Saturday in October he saw bluejays planting chestnuts. They were storing the nuts for winter. Some of the nuts sprouted and grew. Now I call the bluejays little tree planters. Wouldn't you?

Written Composition

You can make a good guessing game by writing a description of yourself. Of course, you will not tell your name, but you may tell your initials. Read this description which a little girl wrote about herself.

I have brown eyes and dark curly hair. My dress is blue. My shoes and stockings are white. The initials S. B. stand for my name. Who am I?

Play this guessing game. Write a good description of yourself. Before you begin, notice how this description is written and placed. You know that the

word I is always a capital letter. How are the initials written?

When all have finished, your teacher will gather the compositions and will read them aloud. As she reads them, see how many of them you can guess.

117. A GAME

Here is another game for you to play.

Write on the blackboard names of several seeds or bulbs. Choose a leader. He plays he is a seed or bulb named in the list, but he does not tell his name. He is asleep in the ground. One child is the rain; another, the wind; and still another, a boy or a girl. Each tries to waken the leader.

First Child. (Knocks on desk of child who is asleep.)

Bulb (sleepily). Who is there?

First Child. It is I, the rain. Wake up!

Bulb. No, I shall not wake up for the rain.

Second Child. (Knocks.)

Bulb (sleepily). Who is there?

Second Child. It is I, the wind. Wake up!

Bulb. No, I shall not wake up for the wind.

Third Child. (Knocks.)

Bulb (sleepily.) Who is there?

Third Child. It is I, a little boy. Wake up!

Bulb. A little child may wake me if he can call me by name.

Third Child. Are you a snowdrop?

Bulb. No, I am not a snowdrop.
Third Child. Are you a lily?
Bulb. No, I am not a lily.
Third Child. Are you a tulip?
Bulb. Yes, I am a tulip. I shall wake up for you.

The child who guesses the leader's name now becomes the new leader.

118. A LETTER TO KEEP

Read these letters. They were written by little children about your age.

Dear Fred,

Some little wrens built their nest outside of our country house. One of them came every morning. He sat on the flagpole and sang. This summer he did not come back. I'm sorry.

Your cousin,
Bob

Dear May,

Grandmother picks a flower every morning and puts it in Daddy's button-hole. She fills all the vases in the house with flowers because she loves them so much. Yesterday I chased a rabbit out of our garden.

Yours lovingly,
Jean

Jean and Bob were in the country when they wrote their letters. In each letter point out interesting nature news which they learned while there.

Write a letter to some one at home. In your letter tell a bit of interesting nature news which you have observed.

When you have finished, show your letter to your teacher. She will help you to see what is good about it and what you can make better. When you have done your best, rewrite your letter. Take it home. Nothing will better show your parents how much you have improved in your composition work. Ask them to keep it until next year. Then you will see how much you have improved by that time.

119. A POEM TO ENJOY

Wynken, Blynken, and Nod

Wynken, Blynken, and Nod one night
Sailed off in a wooden shoe —
Sailed on a river of crystal light,
Into a sea of dew.
"Where are you going and what do you wish?"
The old moon asked the three.
"We have come to fish for the herring fish
That live in this beautiful sea;
Nets of silver and gold have we!"
Said Wynken,
Blynken,
And Nod.

The old moon laughed and sang a song,
As they rocked in the wooden shoe,
And the wind that sped them all night long
Ruffled the waves of dew.
The little stars were the herring fish
That lived in that beautiful sea —
"Now cast your nets wherever you wish —
Never afeared are we";
So cried the stars to the fishermen three:
Wynken,
Blynken,
And Nod.

All night long their nets they threw
For the fish in the twinkling foam —
Then down from the skies came the wooden shoe,
Bringing the fishermen home;
'Twas all so pretty a sail it seemed
As if it could not be,
And some folks thought 'twas a dream they'd dreamed,
But I shall name you the fishermen three:
Wynken,
Blynken,
And Nod.

Wynken and Blynken are two little eyes,
And Nod is a little head,
And the wooden shoe that sailed the skies
Is a wee one's trundle-bed.
So shut your eyes while mother sings
Of wonderful sights that be,

And you shall see the beautiful things
As you rock on the misty sea,
Where the old shoe rocked the fishermen three:
Wynken,
Blynken,
And Nod.

EUGENE FIELD

Name the fishermen that you read about in this poem. In what kind of boat did they set sail? Where did these fishermen go? What question did the old moon ask them? What did they tell him? What was the beautiful sea? Tell what the fishermen expected to find there.

No wonder the old moon laughed at the answer the fishermen gave him. Tell why.

Explain who those fishermen are. What is the wooden shoe?* The poem says that some folks thought it was a dream they had dreamed. Tell what made them think so. What do you think about it?

This poem is called a lullaby. Tell why.

"Wynken, Blynken, and Nod" was written by a poet named Eugene Field. He has written many poems for children. Here are the names of five which children enjoy:

"The Little Red Drum,"
"A Japanese Lullaby,"
"The Rock-a-by Lady from Hush-a-by Street,"
"With Trumpet and Drum,"
"The Sugar Plum Tree."

Perhaps you know one of them by heart. If you do, recite it to your classmates.

Study of a Picture

Artists like to draw and paint pictures that beautiful poems make us see. They illustrate the poem. The first picture in this book shows Wynken, Blynken, and Nod taking their voyage in the wooden shoe. Turn to the picture and find in it Wynken, Blynken, and Nod, the wooden shoe, and the old moon. Perhaps you will find in the picture other things that are mentioned in the poem. When you have studied the picture for a while, close your eyes. Try to see Wynken, Blynken, and Nod as the artist pictures them on their voyage.

120. STORY WRITING

You know that a little child who is too young to read, enjoys hearing a story about a picture. The picture of Wynken, Blynken, and Nod does not tell who they are or where they are going. You had to learn about them from the poem. Write this story of this picture as if you were telling it to a very little child. Make believe that you are one of the fishermen, Wynken, Blynken, or Nod.

Be sure to place your story correctly on your paper. Where will you begin your first line of writing? Where will you leave a margin? All through this year you have been learning to correct your own work. When

you have finished this story, look over your work and correct any mistakes that you have made.

Read your stories aloud. Let the class vote on which is the best story to include in your class book.

Memorizing a Poem

"Wynken, Blynken, and Nod" is one of the most beautiful lullabies in any language. Every boy and girl should learn it by heart.

121. LETTER WRITING

Your class book is almost finished. Have you thought what you would like to do with it at the close of the term? Write a letter to your teacher telling her about a plan which you have for it. Try to write this letter without making one mistake.

This will be your last letter written this school year. Make it your best.

SUMMARY OF RULES

Use of Capital Letters

Every sentence should begin with a capital letter.

Each word in a person's name should begin with a capital letter.

An initial used in place of a person's name should be a capital letter.

A title of respect and its abbreviation used with a person's name should begin with a capital letter.

The names of the days of the week should begin with capital letters.

The names of holidays should begin with capital letters.

The word I is always a capital letter.

The name of a street, a school, a city, and a state should begin with a capital letter.

The first word in every line of poetry should begin with a capital letter.

Use of the Period

A period is used at the end of a sentence that tells something.

A period is used after an initial.

A period is used after an abbreviation.

Use of the Question Mark

A question mark is used after a question.

Use of the Exclamation Mark

An exclamation mark is used after a word or a sentence which expresses strong feeling.

Use of the Comma

A comma is used after the salutation and after the complimentary ending in a letter.

Use of the Apostrophe

An apostrophe is used in a contraction to take the place of the omitted letter or letters.

PART TWO

R·M·BRINKERHOFF

PART TWO

1. TELLING ABOUT GOOD TIMES

Boys and girls of your age are always doing interesting things, especially during the summer. Then you have time for both work and play. If you made a visit last summer to some friend living at a distance, you enjoyed pleasures that are different from those which you have at home. If you stayed at home, you found many interesting things to do. Perhaps you sold newspapers, kept a lemonade stand, cut grass, sold vegetables from your garden, or helped to distribute handbills. You went to a circus, a moving picture, or a picnic. No matter where you were or what you did, interesting things happened which make good stories. Read this account in which a boy tells what he and his brother did while they were camping.

Earning Our Flagpole

Uncle John gave Robert and me a flag for our camp, but we had no flagpole. We wanted to hoist the flag on the Fourth of July, because Uncle John was coming to spend the day with us. In Mr. Allen's woods we saw just the kind of tree that we needed. When we asked Mr. Allen if he would sell us a pine tree for the flagpole, he said,

"You can earn that pole, boys. Help me to get my vegetables ready for the market."

David and I were glad to do this. We wanted to have our flag flying from the pole before Uncle John came. For several days we worked hard for Mr. Allen, washing the dirt from vegetables and tying them in bunches with five carrots or five beets in each.

One day Mr. Allen said, "You have earned your flagpole, boys. Go to the woods and choose one."

Father went to the woods with us. We found a straight pine, chopped it down, and took it to our camp. We soon set it in place in front of our tent. Wasn't Uncle John surprised when we hoisted our flag on the Fourth of July!

Why did these boys wish to have a flagpole in their camp? How did they plan to get one? What work did they do? Why did they choose a pine tree? How did they bring it to the tent? Who helped them? How did they surprise Uncle John?

For your next lesson be ready to tell a short story about something which you did during your vacation.

You had a good deal of practice in story-telling when you were in the third grade. You learned that a good story-teller chooses something interesting to tell, for he knows that his listeners wish to hear about interesting things that happen. Of course the story-teller knows his story well. It spoils the pleasure of his listeners if he has to stop in the middle of his story and

think about what to say next. He tells each step in the proper order. This helps his listeners to follow him easily. You have seen the story-teller with his listeners grouped around him looking into his face. They like to see their entertainer and hear everything he says.

The following is a review of helps in story-telling:

1. Choose something interesting to tell.
2. Know your story well.
3. Tell in the proper order the things that happen.
4. Stand where all can see you.
5. Speak clearly and distinctly.

2. A STORY HOUR

Tell one another the stories about something which you did during the summer. Make your stories as interesting as you can. Those who listen to a story are the audience. Your classmates are your audience. Make them hear every word that you say.

3. WATCH YOUR SPEECH

In this book you will find the words Watch Your Speech as the title of several lessons. To speak correctly you must watch not only how you use your words, but also how you pronounce them. The exercises under these lessons will help you to form correct habits of speech.

After your teacher, pronounce the words in these lists. She will say each clearly and slowly.

hoist	several	carrots	because
vegetables	surprised	bunches	coming
across	asked	catch	since

Pronounce them once more without your teacher's help. This time say them more rapidly than before, but just as clearly. Use each word in a sentence.

A Pronunciation Game

Play a pronunciation game, using the words in the list above. Your teacher names a leader. He chooses a word from the list but does not tell which word it is. By asking questions, you find out his word. The questions and answers go in this way:

Leader. I have chosen a word, Mary.

Mary. Is it h-o-i-s-t? (Mary spells the word.)

Leader. No, it isn't *hoist.* Jack, can you guess my word?

Jack. Is it s-e-v-e-r-a-l? (Jack spells the word.)

Leader. No, it isn't *several.* Tom, can you guess my word?

Tom. Is it v-e-g-e-t-a-b-l-e-s? (Tom spells the word.)

Leader. Yes, it is *vegetables.*

The leader may question three pupils. The one who guesses the word becomes leader. If none guesses it, the leader tells his word and names another leader.

A Bulletin Board

Have a bulletin board in your room. It may be a special part of your blackboard. Call it your Better Speech bulletin board and use what you write on it for practice work.

4. A STORY TO READ

How the Ants Helped

Once upon a time, a king wished to build and furnish a beautiful palace. He asked some of the animals to help him. They were willing to do so, and they hurried away to all corners of the earth in order to find materials.

In time they returned with their gifts. The horse brought from a great distance a man who was to plan the building. A fox, that was a famous digger, found beautiful marble in the mountainsides. A beaver ran to the forest which bordered a stream and cut down trees of mahogany and ebony. The rhinoceros and the elephant carried the heavy beams on their backs. On the bottom of the sea and on the shores of lonely islands a fish found pearls and coral. The sheep brought soft fleeces; the swan, downy plumage. The silkworm spun threads of silk to weave rich draperies. The bee brought a gift of wax to make torches. A company of ants came last. Each insect dragged a grain of sand for an offering.

When the animals arrived, the king was seated

on his throne, which was built in a large meadow. He addressed each animal and asked, "What have you brought me?" One after another answered. The king praised each gift and thanked the one that brought it. When, last of all, he spoke to the ants, they were silent for a while. Then, in a weak voice, trembling with fear, one of them said, "O King, we are tiny, weak creatures and could do only small service. Each of us has brought a grain of sand to you."

And the king said, "Little ants, grieve not because your gift and service seem small. The sand is as useful and precious to me as the richest offering. You did your best; that is the wonderful thing!"

This king had many friends willing to help build his palace. Tell in what way each animal served him. Why were the ants timid about telling what they had brought? What did the king say to them about gifts that do not cost much? What did he think of small service?

5. DRAMATIZATION

Making Plans

"How the Ants Helped" is a good story to play. Plan to dramatize it.

Name the characters needed. One pupil may represent the company of ants. Choose a place for the king's throne. The larger animals will stand near the

throne; the smaller ones, back of these. The player who represents the ants, will be farthest away.

The king will ask each animal what he has brought to help build the palace. Each will answer in a few clear sentences. The king will praise the gift and will thank the giver.

When a part has been given to you, think what you will say. If you are the king, try to express your thanks in a different way to each helper.

Playing the Story

Your teacher will divide the class into several groups. Each group will give the play. After a group has recited, the other members of the class will tell what they liked best in the play.

6. STUDY OF A POEM

Here is a poem for you to enjoy. Listen while your teacher reads it aloud. Follow her reading carefully and see the interesting picture in the poem.

The Butterbean Tent

All through the garden I went and went
And I walked in under the butterbean tent.

The poles leaned up like a tall tepee,
And made a nice little house for me.

I had a hard brown clod for a seat,
And all outside was cool green street.

A little green worm and a butterfly
And a cricket-like thing that could hop went by.

Hidden away there were flocks and flocks
Of bugs that could go like little clocks.

Such a good day it was when I spent
A long, long while in the butterbean tent.

ELIZABETH MADOX ROBERTS

I. Tell why "The Butterbean Tent" is a good title for this poem. What is a tepee? What made the playhouse look like a tepee? What was the only piece of furniture in the house? Who went by this playhouse? How did the child know that flocks of little bugs were near? Why did she stay a long while in the butterbean tent?

II. Draw a picture of the butterbean tent. Under your sketch, copy the first four lines of the poem. It takes care and patience to copy correctly. Be careful how you spell the word tepee.

The first word of each line of poetry begins with a capital letter.

7. TELLING HOW TO MAKE THINGS

In the poem "The Butterbean Tent" you read about a playhouse which looked like a tepee. In this picture the children are making a flower tent. You can easily make one. Here are the directions:

A Flower Playhouse

Plant two poles eight feet apart. Nail a stick across the top, like the ridge-pole of a tent. Drive pegs into the ground along each side in parallel lines eight feet apart. Tie heavy cords to the pegs on one side. Carry the cords over the ridge-pole, and tie them to the pegs on the other side. Plant morning-glory seeds close to the pegs. In a few weeks the vines will form a flower tent.

From these directions you learn what materials you need; also, what to do first, what to do next, and so on until the tent is finished. If you were going to make this flower tent, what materials would you need? What

tools? What would you do first? Explain how to place the vertical poles. What would you do next? How should the pegs be placed? How do the cords make the framework of the tent? Where should the seeds be planted? What fun could you have in this kind of tent?

Name other kinds of vines that would make pretty flower tents.

Here are the names of other kinds of playhouses which boys and girls make:

a tent	a cornstalk house
a doll house	a boat house
a wigwam	a cave
a dugout	a shack
a tree house	a snow cave

You have made one of these. Tell how you did it. What fun did you have in it? What became of it?

8. THE SENTENCE

In talking about their plans for the flower playhouse, the children said,

1. We must have a strong pole.
2. Is this one long enough?
3. It will hold the cords.
4. Is the cord strong?
5. Carry each cord over the pole.
6. Tie the end of each cord to a peg.

Each time these children expressed a complete thought in words they used a sentence. They used a good many sentences in talking about their plans for the flower tent.

When we express a complete thought in words we use a sentence.

For Practice

Use a sentence telling what kind of seeds the children needed for the flower playhouse.

Use a sentence asking how large the tent is.

Use a sentence telling something about the fun which they had in the tent.

Use a sentence telling about a playhouse which you have made.

Use a sentence asking a classmate about his favorite playhouse.

A sentence is a group of words expressing a complete thought.

9. WRITING SENTENCES

Look at the sentences which the children used. Read one which tells something. Read one which asks something. A sentence which tells something is called a statement. A sentence which asks something is called a question.

Which of the following sentences are statements? Which sentences are questions?

1. Have you ever seen an Indian baby's cradle?
2. It is made of bark.
3. Pieces of wild grapevine are used for ropes.
4. The cradle swings from the branch of a tree.
5. Does the wind rock the cradle?
6. Sometimes the mother sings an Indian lullaby.
7. Would you like to sleep all night in a bark cradle?
8. The hooting of an owl might frighten you.
9. Can you make a papoose's cradle?
10. You would find one useful, if you went camping.

With what kind of letter does the first word in each sentence begin? What mark is placed at the end of a statement? What mark is placed at the end of a question?

A sentence which tells something is called a statement.

A sentence which asks something is called a question.

The first word of a sentence begins with a capital letter.

A statement ends with a period.

A question ends with a question mark.

When children are enjoying a playhouse, a see-saw, or a swing, they often call out or exclaim sentences which express joy or fear or surprise; as,

1. What a pretty flower tent!
2. See how high it is!
3. Isn't this fun!

Sentences like these, which express joy, surprise, or any other kind of strong feeling, are called **exclamatory** sentences.

The little mark (!) used at the end of an exclamatory sentence is called an **exclamation mark.**

For Practice

These children made a bird house and put it in a tree in their yard. In a few days a wren came to live in it.

On the board write three questions. In each, ask the children something about their bird house.

Write three statements. In each, tell something about the bird house.

Write two sentences expressing your joy or wonder when you saw the pretty bird house.

10. STORY WRITING

One vacation a little girl built a playhouse. Here is the story which she wrote about it:

Dorothy A. White
October 2, 1925

My Playhouse

Yesterday I made a play-
house in our back yard. Mo-
ther gave me a piece of old car-
pet for my roof. I hung one
end of it over a line and
fastened the other end to
a shed. Then I swept the
ground clean for the floor.
My tiny furniture made it
look cozy. Will you come to see
it?

Dorothy's story reviews a number of things which you have learned about good form in writing. Where do you see a margin? Where does the first line of writing begin?

With what kind of letter did Dorothy begin each sentence? What kind of mark did she use after statements? How did she punctuate the question which she used?

With what kind of letter did Dorothy begin each word in her name? What stands for her middle name? How is it written?

Dorothy wrote the date of her story just under her name. With what kind of letter did she begin the name of the month? What mark separates the day of the month from the number of the year?

Writing Titles

Every story has a title, that is, a name. The title gives a hint of what the story is about, but it does not tell too much.

Read the title of Dorothy's story. With what kind of letter does each word in it begin? The title is written in this way because capital letters attract attention.

We do not begin with capitals all words in a title. Observe how this one is written:

My Playhouse at Home

The word at does not begin with a capital, because it is not so important as the other words.

When you write the title of a story, a poem, or of any other kind of composition, begin the first word and every other important word in it with a capital letter.

Here are the titles of books which all boys and girls enjoy reading:

Robinson Crusoe
Alice in Wonderland
Robin Hood and His Merry Men
Tanglewood Tales

Tell how each of these titles is written. Copy them.

You have been sharing stories with one another by telling them in class. In this way you give a good deal of pleasure to your listeners. Sometimes friends who are not members of your class enjoy reading your best stories, letters, and other compositions. If you wish to keep your stories for others to read and enjoy, you must learn how to write them; that is, you must know how to write your sentences correctly and how to place your composition on paper. This is what we mean when we speak of good form in writing.

11. A COPYING EXERCISE

Copy the story, "My Playhouse." Remember that the name of a month should begin with a capital letter. Write your name and the date of to-day.

12. A CLASS BOOK

Wouldn't you like to make a class book and keep in it copies of your best written work? Talk the matter over with your teacher. If you wish to make a book of this kind, you will need to decide about the following:

Its size and shape
The cover and its design
How the best stories should be chosen
The title

Here are some titles which would give hints of what should be put into your class book.

Our Year Book
A Class Story Book
Compositions of Grade Four

You can think of other suitable titles. Vote on the one which you like best.

Later in the year, you will decide what to do with your class book.

13. STORY WRITING

You have made some kind of shelter in which to play. Perhaps it was a tent, a dugout, a snow house, a cornstalk house, or a wigwam. Write about one of these in which you had fun.

Before you begin to write, think what you wish to say. It is a good plan to read over your last sentence

before writing the next one. When you have finished, read what you have written. Are you satisfied with it?

Read your composition to your classmates. They will help you by telling what they like about it. If they think it can be improved, they will suggest what to do. This is your first work in story writing. Perhaps some of you will write something good enough to put into your class book.

14. MEMORIZING A POEM

Last year you memorized several poems in this book, and you learned several that are in your readers. Can you say them now? Perhaps you will need a little time to review them.

For your next lesson be ready to recite one of your favorite poems. Practice saying it at home, or to a classmate, before you say it in school.

A Lullaby

Long ago there lived in a village by the sea a fisherman and his wife and baby. Every day when the waves were washing upon the shore and a strong wind was blowing, the fisherman would say good-by to his family, get into his great boat, and sail away.

When day was over, the mother and baby always watched for the boat to come sailing home before the merry gale. One night the father did not return at the usual time. The mother knew he was delayed because

there was not enough wind to fill the sails. While she was waiting she sang this lullaby to her baby. Listen while your teacher reads it to you.

Sweet and Low

Sweet and low, sweet and low,
Wind of the western sea,
Low, low, breathe and blow,
Wind of the western sea!
Over the rolling waters go,
Come from the dying moon, and blow,
Blow him again to me;
While my little one, while my pretty one, sleeps.

Sleep and rest, sleep and rest,
Father will come to thee soon;
Rest, rest, on mother's breast,
Father will come to thee soon;
Father will come to his babe in the nest,
Silver sails all out of the west
Under the silvery moon;
Sleep, my little one, sleep, my pretty one, sleep.

ALFRED TENNYSON

The mother first sings a message to the wind of the western sea. What is her message? What will the baby do while the wind carries the message? While the baby is sleeping, what promise does the mother sing to her little one?

What makes the sails on the fisherman's boat look like silver?

This poem is divided into how many groups of lines? What is each group called?

Read the poem aloud. Which lines will you read with the softest voice?

Learn the lullaby, "Sweet and Low." Before you begin, turn to page 8 in this book. There you will find directions which will help you to memorize a poem.

15. TWO WAYS OF TELLING A STORY

I. The story told in pictures:

The first picture tells about a thrifty little squirrel who is providing for winter by storing nuts. The second picture tells about his supper at the close of a busy day.

II. The same story in sentences:

A Thrifty Little Forester

All day long a thrifty little squirrel had been carrying acorns to his cupboards, which were cunningly hidden in several places. The larder under a twisted oak tree was filled with acorns. The cleft of a fir tree was more than half filled, and a nice little pile lay in a hole covered with tangled grass.

It was time to enjoy his nuts. With his pointed ears cocked for any sound of danger, and his big bushy tail turned up over his back, he sat eating his supper. Very daintly he ate, holding the acorn in his little fore paws close to his soft white breast. First he gnawed off the end of it, and then, splitting open the husk, he cast it aside and nibbled the kernel.

The sentences are written in two groups. Which group tells the same part of the story as picture 1? Which group of sentences tells the same part of the story as picture 2?

You see that the sentences in the first group tell about the little squirrel storing his nuts. These sentences belong together because they tell about the same part of the story. A group of sentences of this kind is called a paragraph.

The sentences in the second group tell about the squirrel eating his supper. These sentences, too, belong together because they tell about the same part of

the story. This part or step in the story is also a paragraph. Say the word **paragraph** several times. Make this word yours and use it.

You can easily see in the printed story where each part or paragraph begins. Tell how.

For Practice

Without the book, tell about this little forester. In the first paragraph of your story tell about the squirrel storing nuts. In the second paragraph tell about the squirrel eating his supper.

Here is a plan or outline which will help you:

> First paragraph. The little squirrel storing nuts
> Second paragraph. The little squirrel eating supper

A paragraph is a group of sentences all telling about the same part of a story.

16. TELLING A STORY FROM PICTURES

These pictures make a good story. Look at them carefully. Then tell the story in words. Make three short parts or paragraphs to your story. Your first paragraph will tell about picture 1. Your second paragraph will tell about picture 2. Your third paragraph will be about picture 3. Keep together the sentences that belong in the same paragraph.

When you have finished, your classmates will tell whether you have told anything in your paragraph that belongs in another paragraph. Also, they will tell whether you have omitted from your paragraph something that should be told. Do not use too many **and**s when telling your part of this story.

17. STORY WRITING

The Lion and the Mouse

One day, when a lion was sleeping in the woods, a tiny mouse ran across his nose and wakened him. As quick as a flash the lion caught the little creature in his paw. The mouse pleaded so hard to be spared that the lion let him go.

Not long afterwards the lion, caught in a hunter's net, roared in distress. The mouse heard him and ran to see what was the matter. The little creature saw the trouble. He gnawed the cords of the net with his sharp teeth and set the lion free. The grateful beast thanked his little friend. Then the mouse scampered merrily away.

How many parts or paragraphs are in this story? What does the first paragraph tell about? What does the second tell about?

You are going to write this fable from memory. On the board copy the following:

The Lion and the Mouse

First paragraph. The lion's mercy to the mouse
Second paragraph. How the mouse helped the lion

Working together, tell in your own words the first part or paragraph of this story. Your teacher or a pupil will write on the board the best sentences which you give. Do not offer a sentence which belongs to the second paragraph.

At your seat, write the second paragraph of this fable. This group of sentences will tell how the mouse helped the lion. After you have written a sentence, read it over before you write the next. Which line will you indent?

When you have finished, read first the paragraph on the board; then read the paragraph which you wrote at your seat. In this way you will have the fable told in your own words.

18. WATCH YOUR SPEECH

Is — Are

Watch the words *is* and *are* when you use them. They are used correctly in these sentences:

1. The boy is busy. 2. The boys are busy.

Use *is* with a word that means one person or thing.

Use *are* with a word or words that mean more than one person or thing.

Read these sentences:

1. Are you ready, Harry? 2. Boys, are you sleepy?

Use the word *are* with *you* whether you are addressing one person or more than one person.

Choosing the Correct Word

Fill each blank in these sentences with the correct word, is or are. Tell how you know when to use is and when to use are.

1. Orange groves —— beautiful.
2. Shepherd dogs —— often used to guard sheep.

3. "Cinderella, —— you going to the ball?" asked the fairy godmother.
4. Butterflies —— flitting among the flowers.
5. Rover and Tray —— good companions.
6. Boys, —— you going fishing?
7. The moon afloat —— a golden boat.
8. Wynken and Blynken —— two little eyes;
   And Nod —— a little head.

19. A POEM THAT TELLS A STORY

Long ago, people believed that there were witches who had power to do strange things especially on Hallowe'en. To-day we tell merry stories about these creatures. Here is a Hallowe'en poem about a little witch.

A Hallowe'en Frolic

A little witch in steeple hat
  Once tried a merry spell,
To make the hares come pit-a-pat
  From dingle and from dell.

And pit-a-pat, beneath the moon,
  The shy hares peeping came;
The little witch in buckled shoon,
  She called them each by name.

"Come, Fairy-foot, and Sparkle-eyes!
  Come, Fine-ear, Bob, and Bun!"
They gathered round in wild surprise,
  But glad of any fun.

And when she told them what she willed,
They stamped and leaped in glee,
And all their velvet noses thrilled
With laughter strange to see.

What was the prank, do you suppose,
And what the merry spell?—
The sleepy owlet only knows,
And she would never tell!

HELEN GRAY CONE

No doubt the little witch and the hares played a good Hallowe'en prank on some one.

Describe the little witch who planned this frolic. By what names did she call the hares? Do you like these names? Think of other good names for hares. How did the hares come to the witch? In what kind of place did they meet her? How did the little hares act when she told them what prank to play? Who, besides the hares, heard what the witch planned to do?

20. SOMETHING TO COPY

Draw a picture of the witch in steeple hat with the hares grouped around her. Under your drawing copy carefully the first stanza of the poem, "A Hallowe'en Frolic."

When you have finished, compare your copy with the stanza in the book. Is your copy exact?

21. A PANTOMIME

The pantomime used to be called a dumb show because it is told by acting. "A Hallowe'en Frolic" is a good story to pantomime.

Name the characters in this pantomime. Which character appears first? How do the hares act as they come? How do they act when they gather around the little witch? What does the owlet do?

Different groups of children may act this story in pantomime. After each group plays, the other pupils may tell how the next group can make the dramatization more natural and interesting. Vote on which group gave the best pantomime.

22. LEARNING NEW WORDS

The poem says that the hares stamped and leaped in glee. What does *glee* mean? What other words with the same or nearly the same meaning can you use to tell how these creatures stamped and leaped?

Read these sentences and notice carefully the words printed in heavy *italics*. In each sentence think of other words which mean the same or nearly the same as the words in heavy black letters.

1. The ***shy*** hares came to the little witch.
2. Their ***velvet*** noses thrilled with laughter.
3. How they leaped to show their ***glee!***
4. They had a happy ***frolic*** together.
5. The witch wore a ***steeple*** hat.
6. What do you think of their ***merry*** time?

Read these sentences once more. Use other words for the words printed in italics.

23. OUR HOLIDAYS

During the year we enjoy many holidays. Which one comes in November? in January? Which ones come in February? What is the name of your favorite holiday? In what month does it come? Name other holidays and tell in which months they come.

These holidays come in every year:

Thanksgiving Day	New Year's Day
Christmas	Labor Day
Flag Day	Independence Day
Lincoln's Birthday	Washington's Birthday
Memorial Day	Arbor Day

With what kind of letter does each word in the name of a holiday begin? Learn to spell the names of these holidays. You will use them in your written work.

Each word in the name of a holiday should begin with a capital letter.

Dictation

Your teacher will dictate these sentences. Write them on the board, filling each blank with the name of the proper holiday. Remember to begin each word in the name of a holiday with a capital letter.

1. I like —— best of all holidays.
2. On —— we plant trees.
3. In November comes ——.
4. We celebrate —— in July.
5. The first day of every year is called ——.
6. The flag floats over our school on ——.
7. In February come —— and ——.
8. We remember our brave soldiers on ——.
9. In September we observe ——.
10. December brings us ——.

24. WORDS TO WATCH

Did — Done

John had been trying hard to work his problems in arithmetic.

> "You ***did*** your work well, yesterday, John," said his teacher one afternoon. "And to-day you ***have done*** all your problems."

Notice how John's teacher used the words ***did*** and ***done.*** With which of these words did she use the helper have? Other helpers used with ***done*** are ***has*** and ***had.*** For example:

I ***have done*** my work.
John ***has done*** his work.
He ***had done*** his work before I came.

A Practice Game

The first pupil will give a sentence which contains the word ***did;*** the second pupil, a sentence which contains the word ***done;*** and so on, around the class. The sentences should be given rapidly. Any one who uses the word ***done*** without a helper, such as ***have, has,*** or ***had,*** is out of the game.

It would be fun to divide the class into team A and team B and see which team wins. Choose a score keeper for this exercise.

25. CHOOSING THE CORRECT WORD

Copy these sentences, supplying the correct word, *did* or *done*, in each blank.

1. Mary has ——— her examples correctly.
2. I —— my lessons when I came home.
3. He had —— the digging before we got there.
4. What have you —— with my umbrella?
5. He —— his garden work very carefully.
6. They —— the writing quickly.
7. You have —— you best to-day.

26. CORRECTING YOUR OWN WORK

Every boy and girl has a favorite holiday. Which is yours? Read what Jane tells about hers.

Jane Gordon
December 1, 1925

My Favorite Holiday

Independence Day is always a jolly holiday at of
our house. It is the fourth ∧ July. Grandfather and grandmother come to dinner on that day. Mother and I always decorate the porch with colored paper lanterns and father hangs out out our flag. In the evening we light the candles in our lanterns. What a good time we have! It is my favorite holiday.

In one paragraph Jane tells about her favorite holiday. When she read over her composition, Jane found that she had made two mistakes. She had left out the word *of* in the second sentence. When she saw her mistake she noticed that there was not room enough to write the omitted word in the proper place. Where did she write the word *of?* Notice the mark (∧) which she put to show where it belonged. This mark is called a caret. It is used to show the place in a sentence where one or more words have been omitted.

What word in this composition did Jane by mistake write twice? When she saw her mistake, she neatly drew a line through the repeated word and went on with her writing.

Story Writing

Write one paragraph telling what you did on a holiday when you had a jolly time.

You know that a good story-teller uses an interesting beginning sentence. He tries to make his listeners wish to hear the rest of the story. In writing your story try to use a good beginning sentence. Doesn't Jane's first sentence make you wish to hear more about the jolly holiday in their home?

27. TALKS WITH LITTLE CITIZENS

The Postman of Long Ago

Two hundred years ago boys and girls living in Boston sometimes saw a man on horseback riding

hurriedly along the main street. Fastened to his saddle was a large leather bag filled with letters and other mail packages, all addressed to New York.

The rider was going to a station to meet the great clumsy stage-coach which would carry the bag of mail to the end of its journey. The roads in those early days were very rough and it took the stage-coach many hours to travel a few miles.

The driver was obliged to change his tired horses for fresh ones several times on the journey. It took the stage-coach three or four weeks, sometimes longer, to make the journey from Boston to New York City.

You see that in olden times people had to wait a long time for their letters. Explain why. How is the mail to-day carried from one part of our country to another?

What is meant by the postman's route? How does he cover it in the shortest way? How can we save time for the postman?

Before opening a letter how can you tell from what place it was sent? What is a letter's traveling ticket? How much does it cost? Where should this traveling ticket be placed?

28. FOR HOME AND SCHOOL

Here is something for you to find out at home. Your teacher will tell you when to report in class what you have found out.

1. Where is the nearest mail box to your home?
2. Where is the nearest parcel post box?
3. At what hours is the mail gathered from your mail box and taken to the post office?
4. At what hours are the packages collected from your parcel post box?

29. THE FRIENDLY LETTER

One day when Jack came home to dinner his mother handed him a letter.

"Here is something you have been expecting," she said. Jack opened the envelope quickly and read aloud the following letter:

176 Madison Avenue
Jackson, Florida
January 26, 1926

Dear Jack,

The terrier you sent me last summer is the funniest little animal I ever saw. We named him Tricks because he is so clever. He and I play ball after school every day. I toss the ball up. When it falls Tricks jumps and catches it in his mouth. He watches for me to come from school. I wish you could see how funny he looks standing at the window with his fore paws on the sill. When he spies me, away he runs to the door. He barks until I open it. You will be surprised when you see all his tricks.

Your friend,
Ned

Jack and his mother enjoyed Ned's letter. You can see why. Ned had something interesting to say and he said it as if he were talking to Jack.

This plan of Ned's letter to Jack will help you to learn the names of the parts of a letter, where each part is placed, and how it is written and punctuated.

(The Heading)
176 Madison Avenue
Jackson, Florida
January 26, 1926

(The Greeting)
Dear Jack,

(The Message)

. . . . . .
. . . . . .
. . . . . .
. . . . . .

(The Ending) Your friend,
(The Signature) Ned

Where is the heading placed on a letter? What is told there? How is the heading written? Where is the greeting? Tell how it is written. What marks follow it? What is the message of the letter? Where does the first line of writing of the message begin? What expression is the ending? Tell where it is placed. How is it written? Where did the writer sign his name? What does the word signature mean?

For Practice

Draw the outlines of several letter pages. Write and place correctly on your papers the parts for

1. A letter to your aunt or uncle. Use your home address and the date of to-day. Use dotted lines for the message.
2. A letter to a classmate. Use your school address and the date of to-day. Use dotted lines for the message.
3. A letter to some one at home from a place in the country where you are visiting. Use dotted lines for the message.
4. A letter to your teacher. Use either your home or your school address. Use dotted lines to show where the message should be.

30. TITLES OF RESPECT WITH NAMES

These titles are generally used before names of persons in order to show respect and courtesy:

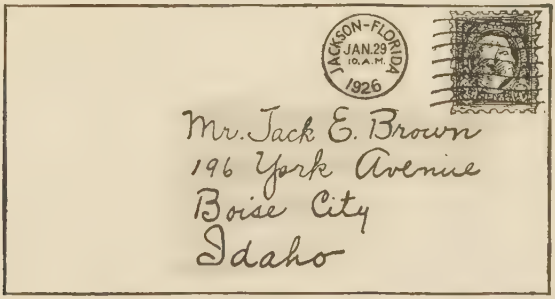
TITLES OF RESPECT	TITLES OF RESPECT WRITTEN WITH NAMES
Mister	Mr. John Adams
Mistress (pronounced Miss′es)	Mrs. John Adams
Miss	Miss Mary Adams
Doctor	Dr. James Brown
Captain	Captain James
Governor	Governor James
Mayor	Mayor Thomas

Most of these titles, you see, have shortened forms. Shortened forms are called abbreviations. How is each of these abbreviations written and punctuated?

Always use the title *Mr.*, *Mrs.*, or *Miss* with the name of the person addressed. It is discourteous to use these titles alone. In writing, always use the abbreviated forms *Mr.* and *Mrs.*

How to Address Envelopes

This is how the envelope of Jack's letter was addressed:



What is on the first line? What is on the second line? the third? the fourth? Where is the first line of writing placed? Why is space left at the top? Where is the stamp placed? Why should it always be placed there? How did Jack's mother know that this was the letter which he was expecting? What title of respect is used before Jack's name? How is it written? What punctuation mark follows it?

For Practice

Cut five pieces of paper about the size of an envelope. On one copy Jack's name and address. On the others write these addresses:

1. Mr. John R. Fields — 639 Appleton Street — Seattle — Washington
2. Miss Anna M. King — 20 Prescott Street — Nashua — New Hampshire
3. Dr. Henry A. Johnson — 71 First Avenue — Providence — Rhode Island
4. Mrs. John Watcher — 2706 Wiltshire Boulevard — Los Angeles — California

31. LETTER WRITING

Class Exercise

Imagine that you received Ned's letter. Answer it. Your teacher or a pupil will write on the board what you dictate. Try to make your letter to him as natural and as lively as his letter was to you. Every member of the class will help to do this. When the letter on the board is finished and in its best form, copy it carefully.

For Home and School

Bring to class the envelope of a letter which came from a distance. Explain how you know

1. From what place it came
2. When it was posted

3. When it was received in your city or your part of the country
4. How much it cost to send it

32. A GUESSING GAME

Pronounce these words slowly and carefully. Also study their spelling. Then you will be ready to play a game with them.

chimney	burst	film
soot	singing	recess
roof	which	asked
catch	children	often

The leader chooses a word from the lists and keeps it in mind. The other pupils find out, by asking questions, which word the leader has chosen.

Leader. I have chosen my word, Jack.
Jack. Is the word b-u-r-s-t? (Spells the word.)
Leader. No, it isn't burst. Can you guess the word, Susan?
Susan. Is the word w-h-i-c-h? (Spells the word.)
Leader. Yes, the word is *which.*

Susan becomes leader and the game continues. The leader must not let ***ain't*** creep into his answer. If he does, he is out of the game and your teacher chooses another leader.

33. STORY-TELLING

The Tale of a Mouse

Once upon a time a mouse crept from his hole and, crossing the room, suddenly appeared upon my writing-table. There he sat winking his beady little eyes at me. I knew that mice often have very thrilling experiences going from attic to cellar. I thought that perhaps this little fellow would tell me the story of his life, and then I might again tell it to my children. So I said very politely, "Most beautiful mouse, will you not tell me the tale of your life?"

"Well," said the mouse very indignantly, "if you cannot see my tail, my very beautiful tail, from the beginning to the end, I think you must be stupid. I really cannot waste my valuable time talking to you!"

So away he went; and, as he took his tail with him, I am very sorry to say that I am unable to tell you the tale of his life.

ALICIA ASPINWALL

You know that mice have thrilling experiences while they are slipping about hunting for food.

Imagine you are the mouse in this story. Tell about a thrilling experience which you once had. Perhaps it was an escape from one of your enemies such as a cat or a dog. Of course, you got away safely or you couldn't tell your story.

34. A SPELLING LESSON

Tail, Tale—There, Their

What did the lady mean when she said to the mouse, "Will you not kindly tell me the *tale* of your life?"

What did the mouse think she meant?

In our language there are many sets of words which sound alike but which have different spellings and different meanings.

In these sentences are two such words.

1. The Indians brought **their** gifts to the Pilgrims' village.
2. The Indians stayed **there** for many days.

The words ***there*** and ***their*** sound alike, but they do not mean the same. The word ***their*** in the first sentence tells whose gifts the Indians brought. The word ***there*** in the second sentence tells the place where the Indians stayed. If two words are pronounced alike you must think of their meanings in order to spell them correctly when writing.

Study these sentences, noticing particularly the spelling of ***tail*** and ***tale; there*** and ***their.***

1. A squirrel uses his ***tail*** for a blanket.
2. Do you know the ***tale*** about the fox that lost his ***tail?***
3. There come the soldiers with ***their*** flags.
4. Three little kittens lost ***their*** mittens.
5. Two little robins are ***there*** in our elm tree.

Dictation

Write from dictation the sentences in this lesson.

35. USING *THERE* WITH *IS* AND *ARE*

Sometimes the word ***there*** is used to begin a sentence; as,

1. ***There are*** four butterflies in the garden.
2. ***There is*** a humming bird on our porch.

When you use ***there*** with ***is*** or ***are,*** always write it this way: ***There.***

For Practice

On the board write sentences beginning with ***There is*** or ***There are.***

36. A STORY TO READ

Many customs which we observe in our country are connected with our history. This story tells how and why our first Thanksgiving Day was celebrated. Read it.

The First Thanksgiving Day

Many years ago, some people who lived in England, far across the sea, were very unhappy because the king would not permit them to worship God as they chose. Therefore, they left their native land and went to Holland. Here, too, they were unhappy because they feared that their chil-

R·M· BRINKERHOFF

dren would forget the English language and customs. So again they planned to change their home. This time they decided to come to America. Because these good people wandered about a great deal, they were called Pilgrims.

The Pilgrims set sail in a small ship called the *Mayflower;* and, after a rough voyage of several months, they landed December 21, 1620, on the shores of Plymouth Bay. Here they cleared the wooded shore, built log houses, and made friends with the Indians who lived in the neighboring forests.

The American winters were very severe and food was scarce. Many of the Pilgrims died from cold and hunger. Indeed, nearly half of this little band of wanderers died during that first hard winter.

When spring came, however, these brave people went to work with a will. They built stronger houses and barns, and the friendly Indians taught them to plant Indian corn and many other things. The crops grew wonderfully; and with grateful hearts the Pilgrims looked forward to a rich harvest. There was plenty of Indian corn, and there was a fine store of pumpkins, beans, and turnips.

Near the close of November, the harvest was all gathered in. What a bountiful store of food there was for the coming winter! How friendly some of the Indians, especially Massasoit, a chief, and Squanto, had been to them! The Pilgrims decided to hold a service of thanks to God for His great blessings. Also, they planned to have a har-

vest feast on the same day and invited some of their Indian friends.

On the morning of Thanksgiving Day the Pilgrims gathered at their meeting-house and thanked God for their bountiful harvest. After the religious service was over, the women and children prepared the Thanksgiving Day dinner, which was served outdoors under the trees. It was indeed a great feast. The Indian guests came early in the morning dressed in their finest clothes, gay with feathers and other ornaments. They brought as gifts deer meat, wild turkeys, and oysters, which the Pilgrim mothers cooked. Also, there were dishes of delicious fish, roasted ducks, and quail. There were corn-meal puddings, samp porridge, honey and maple-sugar cakes, preserved plums, cherries, strawberries, huckleberries, and luscious grapes. No doubt the children enjoyed this feast immensely. Especially were they delighted with a large bowl filled with the first popcorn they had ever seen. It was a present from the Indians.

After the feast was over, the Indian guests visited the cabins of the Pilgrims and played merry games with the children. Some of the red men showed their skill in running and jumping and playing at quoits. They danced and sang for the happy children; and Squanto, who happened to know the English language, told many interesting Indian tales. For three days the feasting and merriment continued. Then, in the friendliest way, the Indians left the Pilgrims and went through the forest to their wigwams.

Ever since that far-off time the American people have kept a Thanksgiving Day, when they give special thanks to God, their heavenly Father, for His blessings.

The word Pilgrims, which means ***wanderers,*** is a good name for these brave people. Why? Why did the Pilgrims wish to hold a Thanksgiving Day? When did they celebrate it? Tell about their religious service. Describe the feast and merriment which followed it.

When do we observe Thanksgiving Day? Name the blessings this year which fill our hearts with thanks.

The word *God* and words which name or refer to *God* are used in the last paragraph of the story. With what kind of letter do these words begin?

37. RETELLING A STORY

Retell the story "The First Thanksgiving Day." It is divided into a number of paragraphs. Each paragraph gives one step of the story. It would be a good plan for different pupils to tell a paragraph each. The others will be on the alert to see if any one tells something that does not belong to his paragraph.

38. MAKING PLANS FOR A THANKSGIVING DAY PROGRAM

You can make an interesting program for a Thanksgiving Day entertainment. Wouldn't you like to plan

one? You could tell about the history of the first Thanksgiving Day, and how the Indians took part in it. You've had practice in telling Indian stories. Some are given in this book. You will find others in your reader and in story-books. One part of your program might be an Indian story hour. It would be good fun to divide the class into Pilgrims and Indians when you give your program. One of the girls will be the Indian grandmother and tell stories. Before she gathers her circle she will give the Indian story-teller's call. Her group will answer just as Indian children do. Then both Pilgrim and Indian children will group around her to listen to an Indian story. When she has finished, those in the circle will follow with stories.

Instead of having an Indian grandmother as story-teller, you may choose a boy to be Squanto and let him begin the story hour.

Include suitable songs and poems in your program.

Sharing Your Entertainment

You may wish to invite friends from home or the children of a lower grade to share your Thanksgiving program. Talk the matter over with your teacher. When you have decided whom to invite, write a letter of invitation. In it, tell the kind of entertainment you are planning and the time and the place of your meeting. If you invite a lower grade send but one invitation to the teacher and her pupils. This may be a class exercise. Here is a plan to follow.

Name of School
Date

Dear Miss Brown and Pupils,

. . . . . .
. . . . . .
. . . . . .
. . . . . .

Cordially yours,
Pupils of Grade Four

Copy the letter of invitation from the board. Choose two of the best letters. Send one, and keep the other for your class book.

Making the Program

Your guests should know each step in your program. Write it on the blackboard where all can read it. Or, on slips of paper, make copies so that each guest may have one. In case you decide not to have written programs for your guests, choose a good reader to announce each number.

Receiving Your Guests

With your teacher, talk over a plan for receiving your guests courteously and for seating them.

39. WATCH YOUR SPEECH

Was — Were

1. The baby ***was*** at home.
2. John and Mary ***were*** at home.
3. The other children ***were*** at school.

We use ***was*** with a word that means one.

We use ***were*** with a word or words that mean more than one.

1. ***You were*** at home.
2. Children, ***were you*** at school?
3. John, ***were you*** at home?

We use ***were*** with ***you***, whether we are addressing one person or more than one person.

For Practice

Show that you can use the words ***was*** and ***were*** correctly by filling the blanks in this selection. Read it silently and decide which is the correct one of these words to use in each blank.

> The squirrels —— anxious for a visit from Jack Frost. On the first of October he came. During the night many nuts —— scattered on the ground.
>
> Early the next morning an old squirrel —— gathering nuts. He —— too wise to wait until the boys came with their bags. Late in the day, the little squirrel came for nuts, but they —— all gone.

"You —— too late this time," called out the old squirrel.

Read the selection aloud, using in each blank the correct word, ***was*** or ***were.***

A Game

What Was I Doing?

In this game the leader goes before the class and pantomimes some kind of work which boys and girls do at home; such as, washing dishes, digging a garden, raking leaves, shovelling snow. Then he takes his seat. His classmates find out by asking questions what kind of work he did. The questions and answers go as follows:

Tom. Were you raking leaves, John?
Leader. No, I was not raking leaves.
Ben. Were you hoeing a garden, John?
John. Yes, I was hoeing a garden.

The pupil who guesses correctly becomes leader and the game continues. A player who uses ***was you*** in his sentence is out of the game.

40. A TALK ABOUT THRIFT

A family who lived in the village of Deerfield formed a thrift club in their home. They called it "The Clean Plate Club." Every member promised to waste no food at the table. The rule was that no one should take

more food than he could eat. When the meal was over, there should be no food left on any one's plate.

Tell how a club of this kind in every home would help to make people thrifty.

What rule for their school lunch will thrifty children keep? What rule about food will thrifty children keep at a picnic? How can they show thrift at a party?

Children can show thrift in other ways. Tell how they can show thrift in the care of clothes, toys, books, pennies.

41. A TALK ABOUT A PICTURE

These pictures show busy children. What is the boy doing? What tools is he using? What is a tool

chest? Name tools which belong in a tool chest. What is the little girl mending? What tool is she using? Name things that belong in every girl's workbox. Do you think these children deserve to be called thrifty? Why?

Boys who are skilful with tools can be useful at home. Tell how. How can girls who are skilful with their needles help at home?

For Home and School

Mend something at home. It may be one of your toys or one belonging to a little friend. Or, it may be a piece of furniture or some clothing. Come to class ready to tell about your work. Explain first what needed mending. Then tell how you mended it.

42. ANOTHER USE OF THE COMMA

Read these sentences:

1. Frank's tool chest contains a hammer, a saw, a gimlet, a plane, and some nails.
2. Needles, pins, scissors, and a thimble are in Mary's workbox.

In each of these sentences several tools are named. A list of words used in this way is called a series. Read the series of words in the first sentence. Read the series in the second sentence. What mark separates the words of a series?

Use commas to separate the words in a series.

A Copying Exercise

Copy these sentences. Place commas where they should be used.

1. The seasons are spring summer autumn and winter.
2. The horse the dog and the cow are domestic animals.
3. Three of the largest cities in the United States are Philadelphia Chicago and San Francisco.
4. The best doctors in the world are Doctor Diet Doctor Quiet and Doctor Merrymind.

43. FOR REVIEW

Choosing the Correct Word

Copy these sentences. In the first five use the correct word *is* or *are* in the blanks. In the second group use the correct word was or were in the blanks.

Is—Are

1. Squirrels —— good nutcrackers.
2. The bluebird —— a messenger.
3. High mountain peaks —— usually very cold.
4. My books —— friends that never fail me.
5. The wind and the waves —— always on the side of the ablest navigators.

Was—Were

1. John Burroughs —— a keen observer of nature.

2. Apples from Washington —— shipped here.
3. The eggs of the butterfly —— laid on the cabbage leaf.
4. —— you watching the mail airplane?
5. Smudge fires —— burning in the orchards to protect the unripe fruit.

Writing Dates

Supply the proper dates in the blanks of these sentences; as, The Pilgrims landed on December 21, 1620.

1. My next birthday is on ——.
2. To-day is ——.
3. Christmas is on ——.
4. Yesterday was ——.
5. To-morrow will be ——.
6. Next Sunday will be ——.
7. We have no school on ——.

44. STUDY OF A PICTURE

The Toy Shop

What holiday do you think about when you look at this window? The children are planning to buy something for their brother. He is four years old. What toys in the window would please him?

Do you enjoy looking at shop windows during the Christmas season? Describe a Christmas shop window which you liked. Describe a shop counter which interested you.

ANIMAL BOOKS
TOY SHOP
TOYS
R. M. BRINKERHOFF

A Game

My Favorite Toy

What is your favorite toy? Your teacher will write on the board the names which you give. Then play this game. The leader will choose a favorite toy from the list, but he will not tell its name. By asking questions, find out which toy he chose.

Leader. Guess the name of my favorite toy, Allen.
Allen. Is it a toy automobile?
Leader. No, it isn't a toy automobile.
Allen. Is it a skooter?
Leader. Yes, it is a skooter.

Allen now becomes the leader and the game continues. Each guesser may have three chances. If he fails to guess, the leader addresses another player. Be on the watch for *ain't*. A leader who uses *ain't* in his answer is out of the game.

45. MAKING CHRISTMAS PLANS

Last year at the Christmas season you made a booklet for some one in your home. In it you put your best stories, poems, letters, and a Christmas wish. Wouldn't you like during this season to make a class book of Christmas stories which you write? If for any reason one of your classmates is obliged to stay at home, he

would enjoy receiving a book of this kind. Perhaps you would like to send it to a children's hospital. Talk the matter over with your teacher. When the book is finished, she will help you to decide on the best place to send it.

46. WRITING A CHRISTMAS STORY

Many things happen in the Christmas season which make good stories. Here is an account of something which happened in a little girl's home.

Christmas Sleepy-Heads

On Christmas Eve little Ted and Jane went to bed early, but they didn't go to sleep. They said they would be the first to see our Christmas tree. As soon as they were in bed, I helped mother and father to trim the tree. Then we all went to bed. At twelve o'clock, mother heard the children talking. They thought it was morning. But mother told them to go to sleep. In a little while, Ted told Jane that it was time to get up. Father heard them this time. He called out and told them to go back to bed for it was not morning.

Morning came. The Christmas tree was a wonderful sight. Father saw it first. Then mother and I went in to look at it. But Ted and Jane were not there. They were sound asleep. We waited and waited for them to get up. Then father beat a little drum, mother rang a bell,

and I blew a horn. At nine o'clock the sleepy-heads woke up. They ran down-stairs in their nightgowns. We laughed and said that they were not the first in the house to see our Christmas tree.

Did the little girl who wrote this story have something interesting to tell? Do you like her opening sentence? Why? Are her other sentences clear? Are they written correctly? Do you like her title? Why? In writing, did she keep her margins straight? Notice where she placed the first word in each paragraph.

There should be several Christmas stories in your Christmas book. Perhaps something which would make a good Christmas story happened in your home. Take time to think about a story and be ready to write it for your next lesson. If you write a story of your own, it will be original. Choose the best stories for the Christmas book.

For practice in telling a Christmas story, retell one that you have heard or read. Here is a pretty story about a little girl who lived across the sea.

A Christmas Gift

Piccola received an unusual Christmas gift. This little girl lived in France. Christmas was coming and the child believed that good Saint Nicholas would bring her a present. She knew that her parents were too poor to spare any money for gifts. But this thought did not sadden her. With cheer-

ful heart she placed her little wooden shoes near the door where good old Saint Nicholas would see them as he passed through the village. He would not forget her. Piccola felt certain of that.

Early on Christmas morning she ran to see what gift was waiting for her. How her heart leaped for joy when she saw a little shivering bird in one of her shoes! The tiny creature was waiting

for a Christmas breakfast of crumbs. You may be sure that Piccola was delighted to feed it.

Pictures for Your Christmas Book

Pictures which help to tell a story add interest to it. Try to make your own pictures for your Christmas book. Or, cut from magazines bright pictures, such as, a trimmed Christmas tree, Christmas candles, holly wreaths, Christmas bells, and Santa Claus with his reindeers. Use these to illustrate your book.

47. A CHRISTMAS LETTER

Class Exercise

Working together, write a Christmas letter to go with your Christmas book. In it write a merry Christmas message to the child or to the children who will receive the gift. Your teacher or a pupil will write on the board the sentences which you dictate.

When your letter is as good as you can make it, copy it from the board. Place your finished letters on the ledge of the blackboard. Put a number for each on the board just over the letters. Vote by number for the letter which you will put into the Christmas book.

48. WORDS TO WATCH

To — Too — Two

The words *to, too,* and *two* are pronounced alike, but they are spelled differently and they have different

meanings. You must learn their meanings in order to spell them correctly when writing them. They are spelled correctly in these sentences:

1. Piccola set her *two* shoes near the door.
2. The next morning she ran *to* the door.
3. She was *too* happy to speak when she saw the little bird.
4. The little bird, *too,* was happy.

Read the sentence in which one of these words means a number. How is it spelled? Read the sentence in which one of these words means more than enough. How is it spelled? In which sentence is one of these words used to help express action? How is it spelled? In which sentence does one of these words mean also? Notice how it is spelled.

Two expresses a number (2).

Too sometimes means more than enough. Sometimes *too* means *also.*

To is used to help express action.

For Practice

Tell how the words *to, two,* and *too* are used in this story.

One spring *two* robins began *to* build a nest near my window. When they saw Rover they were *too* frightened *to* go on with their work. So they found a place in the orchard where they thought they could be quiet and safe, *too.*

49. A COPYING EXERCISE

Copy this selection. Fill the blanks in it with the correct one of these words: *to, too, two.*

Tom and Dick wanted a large jack-o'-lantern for Hallowe'en. Their grandfather helped them —— make a comical one. When the jack-o'-lantern was finished, the —— boys tried —— take it into the house. It was —— heavy for them —— carry. Grandfather carried it for them.

50. READING DATES FROM A CALENDAR

DECEMBER, 1926

SUN.	MON.	TUES.	WED.	THURS.	FRI.	SAT.
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

A calendar page tells these four things about a date:

1. The number of the year
2. The name of the month
3. The number of the day of the month
4. The name of the day of the week

Practice in reading dates from this calendar page will teach you how to read dates from any calendar.

If you were asked the date of the second Wednesday in the month, you would find it and read it in this way: Wednesday, December 8, 1926.

For Practice

Read these dates from the calendar page:

1. The first Friday in the month
2. Each Thursday in the month
3. The first day and the last day of the month
4. The days in the month when you do not come to school
5. The Sundays in the month
6. The best holiday in the year
7. From the calendar in your schoolroom read the date of to-day

51. WRITING DATES

I. Notice that the days of the week are abbreviated on the calendar. These abbreviations are sometimes used in writing dates. With what kind of letter does each abbreviation begin? What mark follows each? Which of these names are shortened by leaving off the word *day?* How are the others abbreviated?

Some of the months also have abbreviated names. Study this list. These abbreviations are sometimes convenient to use in the heading of a letter. In a sentence, however, do not abbreviate the name of a day or of a month.

January — Jan.	October — Oct.
February — Feb.	November — Nov.
August — Aug.	December — Dec.
September — Sept.	

Sometimes abbreviations for the words *March* and *April* are used, but it is best to write these names in full. The words *May, June,* and *July* are not abbreviated. Can you see a good reason for this?

II. All American boys and girls know what happened on this date:

Thursday, November 11, 1918

What four facts does this date tell? In what order are the facts given? Where are commas used? When writing a date, if you abbreviate the name of a day or of a month be sure to use a period after your abbreviation; as, Thurs., Nov. 11, 1918.

For Practice

The dates of several important happenings in American history are given in these sentences. Study how the sentences are written and punctuated.

1. The Pilgrims landed at Plymouth on Monday, December 21, 1620.
2. Abraham Lincoln was born on February 12, 1809.

3. Do you know which president was born on February 22, 1732?

4. Columbus landed in the New World on Friday, October 12, 1492.

Write these sentences from dictation.

52. KEEPING A DIARY

Some children keep a diary; that is, a blank book in which they write a record of the most interesting things that happen to them. It is good fun to read the pages of a diary. Try keeping a diary even if you write only one or two sentences in it each day.

Here are three days' records from a diary. Read them.

My Diary

Sunday, June 20, 1925

The family went to the country for the day. I watched the house. The only fun I had was chasing a squirrel.

Monday, June 21, 1925

I had a fine dinner of bones. I like the big bones best. Tom and I played ball. He never throws the ball too far for me to find it.

Tuesday, June 22, 1925

My master and I went to the grocery this morning. I carried the basket home. In the afternoon I had a cool swim in the pond. I brought sticks back to Tom. What fun I had!

You soon found out whose diary this is. What helped you to guess? What do you learn about him from this diary?

For Practice

Imagine that this is your diary. Write several sentences about things that happened to you on one of these days: Thursday, Friday, or Saturday. Keep in mind that this is not a boy's or a girl's diary. Write about only such things as happen in a dog's life.

For Home and School

Wouldn't it be fun to keep a diary during the Christmas holidays? Write about two days' happenings while you are at home. Bring your diaries to school and read them to one another. Choose the most interesting for your class book.

If you wish, imagine yourself a Christmas tree or a Christmas toy and write your diary.

53. A STORY TO ENJOY

The Children's Club

When grandmother was a little girl, the children of the village in which she lived formed a "Happy Hearts Club." Those who belonged to this society made a January resolution to do their best during the year to make happy hearts in the village.

A few days after the club was formed a number

of poor families, riding in wagons, passed down the main street. They were going to a place, not far from the village, where there was a large factory and a few small houses. Here these people expected to live and work.

The "Happy Hearts Club" held a meeting one morning and planned to have a snow man party for the new colony. At seven o'clock that evening the members of the club met in the village square. Each had a cane, an old umbrella, a cast-off coat, and a worn-out hat. In a bobsled they drove to the group of little houses, where the new colony had settled. The lights in the houses were all out, and the "Happy Hearts Club" knew that the tired people had gone to bed.

The members of the club went to work. With suppressed giggles they rolled the snow about until a large space was peopled with a procession of grotesque shapes of all sizes. Very weird they looked clothed in the old coats, hats, and dresses and carrying canes or old umbrellas. The wee figures decked out in doll dresses looked like the cunningest live dolls. In the hand of the leader of this procession was a banner which said, "We are here to bid you welcome and to give you some jolly good times. Look in our pockets to-morrow. Finders, keepers." Then silently the wonder-workers crept into the bobsled and went home.

The next morning, when the new neighbors awoke and looked out of their windows, they gazed with astonishment at the snow procession. The children dressed hurriedly and ran outdoors to play with the little snow people. When they read the printed banner they laughed gleefully for they knew that other good times were in store for them. That night they went to bed with happy

hearts eager for the next morning to come. Very early the children wakened and ran out of the house. They found the snow babies wearing mittens, caps, and hoods intended for the children themselves. In the pockets of the snow people's clothes were toys and all sorts of things that make children glad. Best of all, the little girls found curled up in the arm of each snow doll a real doll wearing around her neck a card on which was printed, "For you."

When the members of the "Happy Hearts Club" heard about the joy their snow man party had given, they were delighted and they planned many other ways of bringing good cheer to their new neighbors.

JOSEPHINE SCRIBNER GATES

1. What did the members of the club do to show that they were a real "Happy Hearts Club"? 2. Describe the snow man procession which the club made. 3. What did the new neighbor children do when they discovered it? 4. How did they know that other good times were in store for them? 5. What did they find out the next morning?

6. Is "Happy Hearts Club" a good name for this club? Why?

54. LEARNING NEW WORDS

These expressions are used in the story "The Children's Club." Find them there and tell what they mean.

January resolution	laughed gleefully
suppressed giggles	eager
grotesque shapes	good cheer

Use these expressions in sentences of your own about the children's club.

55. MAKING SENTENCES

On the board write three statements. In each tell something about the children's plans.

Write three questions which you would like to ask the children about their club.

Write three exclamatory sentences which the new neighbors used when they saw the snow men.

56. BETTER SPEECH

May —— Can

You know that we use *may* in asking or in giving permission. We use *can* in expressing ability to do something. These exercises will give you practice in using correctly the words *may* and *can*.

I. Repeat these questions and answers aloud several times.

1. *May* I go home? You *may*.
2. *May* I sit with John? You *may*.
3. *Can* you write a letter? I *can*.
4. *Can* you climb that tree? Yes, I *can*. *May* I?
5. *Can* you swim? Yes, I *can*. *May* I go to the pond now?

II. Ask permission to do the following:

1. To get a drink of water
2. To dramatize a story
3. To erase something from the board
4. To see the toys in a toy shop

Give permission to do the following:

1. To read one of your books
2. To open a window
3. To draw pictures on the board
4. To skate on the pond

57. A GAME

Find What Is Hidden

The leader leaves the room while some one hides a small object in one of the desks. He returns and a classmate tells him what is hidden. The leader may have the hidden object, if he can find it. The questions and answers go like this:

Ralph. We have hidden an apple.
Leader. May I have the apple, Ralph?
Ralph. You may have it, if you can find it. I haven't it.
Leader. Jack, may I have the apple?
Jack. You may have it. Here it is.

Jack becomes the leader and the game continues. The leader may have three trials. If he fails to locate

the object, the pupil who has it becomes leader. A player who uses *can* for *may* is out of the game.

58. CHOOSING THE CORRECT WORD

Read these sentences aloud. Use in each blank the correct word, *may* or *can*.

1. May I play ball?
2. You may play with me.
3. Our teacher says we may take home our books.
4. Then we can study our lessons.
5. May we feed the animals?
6. You may, if it is feeding time.
7. May I get some apples?
8. You may, but you can not reach the ripe ones.
9. May I help you to get some water?
10. You may go, but you may not stay.
11. May we stay all day?
12. How long may we play?
13. You may play until dinner is ready.
14. How far can you jump?
15. May I jump first?

59. A STORY TO READ

Once upon a time a little girl fell asleep in a park. At evening she was found by the fairies. Read what happened to her.

The Little House

"Build a house around her," the fairies cried; and at once everybody knew that this was the thing to do. In a moment a hundred fairy sawyers were among the branches; architects were running round the little girl, named Maimie, measuring her. A bricklayer's yard sprang up at her feet. Seventy-five little masons rushed up with the foundation stone, and the queen laid it. Overseers were appointed to keep the boys off, and scaffoldings were run up. The whole place rang with hammers, and glaziers were putting in the windows.

The house was exactly the size of Maimie. One of her arms was extended. This bothered the workers for a second, but they built around it a veranda, leading to the front door. The windows were the size of a colored picture book and the door rather smaller, but it would be easy for her to get out by taking off the roof. The fairies clapped their hands with delight over their cleverness. They were all so madly in love with the little house that they could not bear to think they had finished it. So they gave it ever so many little extra touches, and even then they added more extra touches.

Two of them ran up a ladder and put on a chimney.

"Now we fear it is quite finished," they sighed.

But no, for another two ran up the ladder, and tied some smoke to the chimney.

"That certainly finishes it," they cried reluctantly.

"Not at all," cried the glowworm. "If she were to wake without seeing a night light she might be frightened, so I shall be her night light."

"Wait one moment," said a china merchant, "and I shall make you a saucer."

Now, alas, it was absolutely finished!

Oh, dear no!

"Gracious me," cried a brass manufacturer, "there's no handle on the door." And he put one on.

An iron-worker added a scraper and an old lady ran up with a door mat. Carpenters arrived with a water-butt, and the painters insisted on painting it.

Finished at last!

"Finished! How can it be finished," the plumber demanded scornfully, "before hot and cold water are put in?" and he put in hot and cold. Then an army of gardeners arrived with fairy carts and spades and seeds and bulbs. Soon they had a flower garden to the right of the veranda and a vegetable garden to the left, and roses and clematis on the walls of the house, and in less time than five minutes all these dear things were in full bloom.

How beautiful the little house was now! It was at last finished true as true, but the fairies had to leave it and return to the dance.

JAMES M. BARRIE

Why did the fairies build a house around Maimie? How did the fairies feel about their work when it was finished? Name the different kinds of work that they did.

60. MAKING SENTENCES

I. Here is a list of the workmen who helped to build Maimie's house:

1. The carpenter
2. The plumber
3. The glazier
4. The bricklaye
5. The tinner
6. The architect
7. The mason
8. The electrician
9. The painter
10. The paper-hanger
11. The plasterer
12. The gardener

Choose the name of a workman. Then, in a sentence tell what kind of work he does; for example,

The architect makes the plans for a house.

You may use more than one sentence if you wish.

II. When Maimie awoke, she talked about the queer little house which was built around her. Write on the board three questions which she asked. Write three statements which she used. Write two exclamatory sentences which she used to express her joy and surprise about it.

61. NAMES THAT SHOW POSSESSION

1. The hammer belonging to the carpenter was small.
2. The carpenter's hammer was small.

3. The robe owned by the fairy is beautiful.
4. The fairy's robe is beautiful.

5. Who built the house belonging to Maimie?
6. Who built Maimie's house?

Read the first and second sentences. You see that they mean the same. The second sentence is only a shorter way of expressing the thought of the first.

In the first sentence the words ***belonging to a carpenter*** are used. These words are not used in the second sentence. An apostrophe and s ('s) are added to the word ***carpenter*** to show that something belongs to him.

Read the shorter way of expressing the thought of the third sentence. In the fourth sentence what has been added to the word ***fairy*** to show that something is owned by her?

In the sixth sentence what has been added to the word ***Maimie*** to show that something belongs to her?

Words like ***carpenter***'s, ***fairy***'s, and ***Maimie***'s are called possessives. An apostrophe and s ('s) are added to each of these names in order to show ownership or possession.

To show possession add an *apostrophe* and *s* ('s) to the name of a person or a thing.

Writing Possessives

If your friend Tom owns a boat you might speak of it as belonging to Tom, but you would more likely use a shorter way and say *Tom's boat;* that is, you would use a possessive with the name of the thing which is owned.

On the board write these sentences in a shorter way. Be sure to spell your possessives correctly. For example,

The skates *belonging to Mary* are new.
Mary's skates are new.

1. The cub belonging to the lion is cunning.
2. The work of the fairy was wonderful.
3. The drawing belonging to the architect shows the plan of the house.
4. The kennel of the dog is too small.
5. Peter Rabbit hopped into the garden owned by Mr. McGregor.

62. A COPYING EXERCISE

Copy these sentences. In each blank write a possessive.

1. The —— nest is soft and warm. (Name a bird.)
2. I like —— dress. (Name a girl.)

3. The —— kittens are in the barn. (Name an animal.)
4. —— bicycle is new. (Name a boy.)
5. We have been to see —— pony. (Name a girl.)

63. CONTRACTIONS

1. *Do not* make slides on the sidewalks.
2. *Don't* make slides on the sidewalks.

The word *don't* in the second sentence is a short way of writing the words *do not* which you see in the first sentence. What letter in *do not* is omitted in *don't?* Notice that an apostrophe is placed where the letter is omitted.

An expression shortened in this way is called a contraction. The word *contract* means *to make shorter.* Pronounce *contraction* several times and learn to use it.

Here are some contractions which we often use:

I'm for I am
I've for I have
Doesn't for does not
Don't for do not
Wasn't for was not
Weren't for were not
It's and 'tis for it is
Who'll for who will
Isn't for is not
There's for there is
Can't for can not
Couldn't for could not
Aren't for are not
You'll for you will

Learn to spell these contractions. You will often use them in your letters and stories. Remember that a contraction is not written correctly unless the apostrophe is properly placed.

64. ANOTHER USE OF THE COMMA

1. Boys, do not throw stones.
2. Do you see the elephant eating, Mary?
3. You may write, John, in your new book.

In each of these sentences some one is addressed. Who is addressed in the first sentence? in the second? in the third? What kind of punctuation mark in each sentence separates the name of the person addressed from the rest of the sentence?

A comma in a sentence suggests that we make a short pause when reading. Try reading these sentences without pausing and you will see that the meaning of each is changed. This exercise shows that punctuation marks help us to get the meaning of what we read.

A Question and Answer Game

In this game all the questions are written on the board. The pupil who writes a question addresses it to a classmate. The one who is addressed answers the question orally. For example, a pupil writes on the board,

Elsie, have you learned to swim?

Elsie gives her answer orally. Then she writes on the blackboard a question addressed to a classmate.

The name of the person addressed should be separated from the rest of the sentence by a comma or commas.

65. A COPYING EXERCISE

Copy these sentences. In each you will find the name of a person addressed. Make the meaning of each sentence clear by using a comma or commas, in the proper places.

1. Did you see that frog drinking Tom?
2. Jack jump over the candlestick.
3. Girls do not eat too much candy.
4. Have you heard a cuckoo call Robert?
5. Did you see him washing his dog Mary?

66. A STORY TO READ

The Sun and the Snow Man

One winter morning the sun found a snow man staring up at him in a very rude way. He warned the snow man again and again not to look at him. The snow man always answered, "I shall stare at you if I like!" All at once the rude fellow began to feel very queer, but he didn't stop staring. Presently he called out, "Water is running down my back! My nose is going! My toes are going! I am going!" And he went.

ANGELA M. KEYES

This snow man took no notice of the sun's warning. In the story he is called a rude fellow. Why? What other words do you think would describe him?

Have you ever made a snow man? Tell how you did it. What fun did you have with him? How long did he last?

One Way to Write Conversation

Here is part of the conversation between the sun and the snow man. The name of each speaker is written at the left and is followed by a period. This shows which one is speaking. On the blackboard copy the part of the conversation which is given. Then, working together, finish it. Write beside each name only the exact words of the speaker. Remember that what they said to each other was spoken with a good deal of feeling. The snow man used several exclamatory sentences when he felt himself melting.

Sun. Do not look at me.
Snow man. .....
Sun. .....
Snow man. .....

67. FOR REVIEW

Capital Letters and Punctuation Marks

Tell why each capital letter is used in these sentences:

1. Solomon Gundy was born on Monday.
2. We can have winter fun in December.

3. I like to read poems written by Henry W. Longfellow.

4. He lived in Cambridge, Massachusetts.

5. Why does Mercury wear wings and carry a staff?

6. Here comes Wee Willie Winkie!

7. Mr. and Mrs. Nelson have made a lunch-counter for the birds.

8. Two of our shortest words are I and O.

9. Where is your nest, O birdie dear?

10. The fall months are September, October, and November.

11. Roll a kind thought round, children.
Roll it all around
Until it gathers all kind thoughts
That gentle hearts have found.

Point out the different punctuation marks in these sentences. Tell why each is used.

Dictation

On the blackboard write these sentences from dictation.

A Drill

A little practice will help you to use these correct forms naturally when speaking and writing:

there is	there are	there was	there were
there isn't	there aren't	there wasn't	there weren't
is there	are there	was there	were there
isn't there	aren't there	wasn't there	weren't there

In rapid drill around the class use these words in sentences.

68. A STORY TO READ

Every boy and girl knows something about the life of Abraham Lincoln, one of our greatest Americans. Many stories of his boyhood tell of his humble home life and the hardships which he suffered in order to get an education.

Here is an interesting story about this great American who became one of our presidents.

The Borrowed Book

One day when Abraham Lincoln was a lad he borrowed from a neighbor a copy of the "Life of Washington." He took it to bed with him in a loft where he slept and read until his candle gave out. Then, before going to sleep, he tucked the book into a crevice of the logs in order that he might have it at hand as soon as daylight would permit him to read the next morning. But during the night a storm came up and the rain beat in upon the book, wetting it through and through.

With heavy heart the lad took it to its owner, who told Abraham that it should be his if he would work three days to pay for it. Eagerly agreeing to do this, the boy carried his new possession home in triumph. This book had a marked influence over his future life.

WILBUR F. GORDY

How do you know that Abraham Lincoln was fond of reading when he was a boy? What book did he enjoy? Tell what happened to the borrowed copy. What bargain did the owner make with Abraham about the spoiled book? In this story what shows that Abraham Lincoln was a boy who would make good?

For Home and School

Short stories of well-known people are sometimes called anecdotes. "The Borrowed Book" is an anecdote about Abraham Lincoln. There are many other interesting anecdotes concerning him. Some of the best known are:

1. Lincoln's kindness to the birds
2. How Lincoln played expressman for a little girl
3. How Lincoln learned to write
4. Lincoln and his dog

If you have not heard or read these anecdotes, ask some one at home to tell you one of them. Then practice telling it yourself. Be ready to relate it to your classmates when your teacher calls for it. Before telling your story, write on the board the guides for good story-telling. Review page 149.

69. A GAME

He Does—He Doesn't

In this game your classroom is Mother Goose's village. The rows are the streets, the seats are the houses. The leader leaves the room while you choose a class-

mate to be a Mother Goose character. The leader returns and this conversation takes place:

Leader. Who is at home in Mother Goose's village?

Tom. Boy Blue is at home. Find him.

Leader (to first pupil in each row). Does he live on this street?

Lucy. He doesn't live on this street;
(or, He does live on this street.)

(When the leader has found in which row Boy Blue lives, he questions each pupil in the row.)

Leader. Does Boy Blue live in this house?

Fred. He doesn't live in this house.

Leader. Does Boy Blue live in this house?

Frank. He does. I am Boy Blue.

Frank becomes leader. Choose another Mother Goose character and continue the game. A pupil who says *he don't* for *he doesn't* is out of the game.

70. WRITING VALENTINE RHYMES

Isn't this a pretty valentine note which a little girl wrote to her grandmother?

St. Valentine's Day
February 14, 1925

Dear Grandmother,
Just see these lovely hearts and flowers.
Once they were mine but now they're ours.
Your loving grandchild,
Lucy

Lucy made her note look like a real valentine, for she trimmed it with little paper hearts and flowers.

Read these rhymes which children in a fourth grade wrote:

1. To my valentine, sweet and gay,
   I send my wish this happy day.

2. I love you truly. I love you, dear.
   Please be my valentine this year.

Which of the three rhymes do you like best?

You have had some practice in writing valentine rhymes. Write one and send it as a valentine note. Some one at home would enjoy being surprised in this way on St. Valentine's Day.

Be sure to keep a copy of the best for your class book.

71. LEARNING TO USE THE DICTIONARY

Every day you learn something new about the world in which you live. In order to express your thoughts clearly, you must learn many new words. You have seen the large book called a dictionary, which contains nearly all the words in our language. When you have learned how to use it, you will find it very helpful.

In the dictionary you will find words arranged alphabetically; that is, in the same order as the letters in our alphabet. Words beginning with the letter *a* come first; those beginning with the letter *b* come second;

and so on. This arrangement helps us to find words in a dictionary quickly and easily.

Think of the order of the letters in the alphabet. Which letter comes just before *d?* Which comes after *d?* after *r?* just before *n?* Name the last three letters of the alphabet. Begin with *g* and repeat the letters of the alphabet through *k*.

Arranging Words Alphabetically

I. One of you may go to the board and write in a column the first half of the alphabet. Another may write the second half. Beside each letter your classmates will, in turn, write a word beginning with that letter. When all have finished, you will have a list of words arranged in alphabetical order.

II. Write these words in alphabetical order. Use a blank if you do not find a word for a certain letter. Be careful to spell the words correctly.

often	joke	February	believe
niece	knife	geography	instead
many	perhaps	history	sugar
eighth	chimney	already	does
thief	library	receive	whether
until	very	yolk	zebra

III. Write the first name of each classmate in your row. Then arrange these names alphabetically.

72. A FAVORITE POET

Henry Wadsworth Longfellow

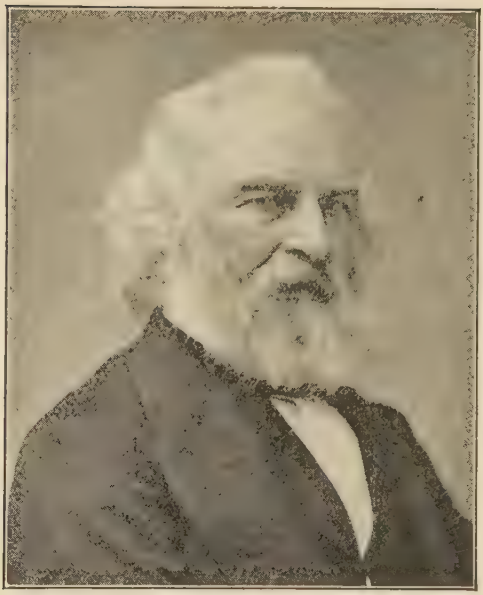
Longfellow is the best known and best beloved of our American poets. He was born in 1807, in Portland, Maine, a beautiful old city with a long sea beach and a harbor where a boy might see ships from the West Indies and hear old sailors tell of voyages to distant lands.

When Longfellow was five years old he started to school and the next year he received the following certificate or report from his schoolmaster:

> "Master Henry Longfellow is one of the best boys we have in school. He spells and reads very well; he can also add and multiply numbers. His conduct last quarter was very correct and amiable."

When a young boy, Henry began to write poetry. At the age of thirteen he wrote a story-telling poem about a fight between Indians and white men in colonial times. It was called "The Battle of Lowell's Pond." How he longed to see this poem in print! One day he put it into an envelope, slipped quietly away, and posted it. A sister was the only person who shared his secret. You can easily imagine the children's delight and surprise when they found that the editor had printed the little poet's verses in a corner of the newspaper.

Everybody liked Longfellow as a boy and as a man. He was kind-hearted and affectionate and so



HENRY WADSWORTH LONGFELLOW

thoughtful in his ways that he came to be called "The Gentle Longfellow." You can tell from his poems, such as "The Children's Hour," that he loved children and was fond of having them about him.

He was interested in stories and legends of the Indians; and later in life he made these into the "Song of Hiawatha." In many poems he retold some of the lovely tales that he had found in the early history of this country.

All Americans revere the memory of Longfellow, and he is well beloved also in the other countries;

for his simple and sincere poems have been translated into many foreign languages and are read all over the world.

Ask one another questions about this poet.

73. RETELLING FROM AN OUTLINE

You have just read a short biography of the poet Longfellow; that is, a short account of his life.

You are going to retell this biography. The sentences in it are arranged in groups or paragraphs. Try this plan of team work. In turn you will each retell one paragraph following this outline:

1. The poet's birthplace
2. His first school report
3. His first printed poem
4. Something about his character
5. Longfellow's stories
6. Why so many people revere his memory

Stick to the part of the story which you are to tell. If you tell something that belongs in another paragraph you wander away from your point. When you have finished, your classmates will offer helpful criticism.

74. STUDY OF A POEM

In Longfellow's biography you learned about his love for children. This poem tells about some of his own children and the merry times he had with them.

The Children's Hour

Between the dark and the daylight,
  When the night is beginning to lower,
Comes a pause in the day's occupations,
  That is known as the Children's Hour.

I hear in the chamber above me
  The patter of little feet,
The sound of a door that is opened,
  And voices soft and sweet.

From my study I see in the lamplight,
  Descending the broad hall stair,
Grave Alice, and laughing Allegra,
  And Edith with golden hair.

A whisper, and then a silence:
  Yet I know by their pretty eyes
They are plotting and planning together
  To take me by surprise.

A sudden rush from the stairway,
  A sudden raid from the hall!
By three doors left unguarded
  They enter my castle wall!

They climb up into my turret
  O'er the arms and the back of my chair;
If I try to escape, they surround me;
  They seem to be everywhere.

They almost devour me with kisses,
  Their arms about me entwine,
Till I think of the Bishop of Bingen
  In his Mouse-Tower on the Rhine!

Do you think, O blue-eyed banditti,
  Because you have scaled the wall,
Such an old moustache as I am
  Is not a match for you all!

I have you fast in my fortress,
  And will not let you depart,
But put you down into the dungeon
  In the round-tower of my heart.

And there will I keep you forever,
  Yes, forever and a day,
Till the walls shall crumble to ruin,
  And moulder in dust away!

HENRY WADSWORTH LONGFELLOW

When was the children's hour in Longfellow's home? How did his children know when he was ready for this happy time? By what signs did he know that the children were plotting and planning? Who are *banditti?* Explain what were the *castle wall,* the *turret,* and the *fortress* in the poet's home. Tell about the attack of these banditti upon the castle wall. What ammunition did they use? Who was a match for them? Where did he imprison them? How long did he keep them in prison?

Something makes the poet think of an old story about the cruel Bishop of Bingen who was killed by rats in his castle, the Mouse-Tower, on the Rhine. What did the children do to remind the poet of the old tale?

In the poem, "The Children's Hour," you studied the meanings of these words:

raid	depart	surround
fortress	turret	castle
scaled	banditti	dungeon
moulder	unguarded	devour

Use each of these words in a written sentence.

75. TELLING ABOUT FUN AT HOME

You have had fun surprising some one in your home. Your classmates will enjoy hearing about what you did. First, tell what you plotted to do. Next, tell where and how you carried out your plan.

Keep in mind what you have learned about how to tell a story. Don't tell your surprise in your first sentence, but make your listeners anxious to hear the rest of the story.

76. WORDS TO WATCH

Come—Came

A little practice will help you to use the words ***come*** and ***came*** correctly. Read these sentences:

"Did you walk to school, Mary?"
"No, I ***came*** in an automobile."

"Who *came* with you?"

"Father *came* with me. He *has come* with me every morning this week."

Which of these words is used without a helper?

For Practice

Answer these questions. In your answers use the word, *come* or *came*. Which one never has a helper?

1. How did you come to school this morning?
2. When did you come?
3. Did any one come with you to-day?
4. Have you come to school every day this year?
5. Have you ever come late to school?
6. Why did you come to school?

77. BOYS AND GIRLS OF OTHER LANDS

Chinese children are particularly clever in making beautiful kites shaped like butterflies and birds. Here is a story about two Chinese boys who were fond of kite flying. When you read it, you will see what lesson the boys learned one morning from this kind of sport.

The Kite Fliers

Suto and Choo had been the best of friends, but that was before the Harvest Moon Festival, when they had quarrelled over half-moon cakes. After this, these two little Chinese boys passed each other without speaking.

R-M-BRINKERHOFF

It was a lovely spring day. The apple, peach, and pear trees were in blossom and a fresh breeze was blowing. The hills were covered with green and the sun shone bright and fair.

Suto took his kite out to fly. It was in the form of a beautiful bird. Choo took his, which his grandfather had made to look like a great gauzy butterfly. Together the boys met on the highest hill.

Without a word each unwound the cord which bound his kite to earth, and it was not long before the bird and the butterfly were soaring together in the heavens. Suto and Choo did their best to keep the kites apart. But their will was not the wind's will, and the butterfly and the bird became so fond of each other that the boys could not keep them apart.

"Keep your kite away from mine," cried Suto.

"Keeps yours from mine," said Choo.

"I would if I could," cried Suto.

"So would I," cried the other.

Both boys tugged hard at their kite strings. Then Suto and Choo stopped and looked into each other's face. The kites were clinging together.

"It's of no use trying to make them fly apart," said Choo, "when they have always flown side by side."

"Just like us," answered Suto. "We have always played together, Choo; and now we cannot play apart."

A little package of melon seeds slipped from Suto's left sleeve into his hand. These he offered

to Choo, who gladly accepted them, and for the rest of the afternoon the kites flew together and the boys, munching melon seeds, did not care. Why should they, when they were friends again?

SUI SAN FAR

What caused the boys' quarrel? How did the kites become entangled? Relate how the boys made up their quarrel. What lesson did they learn from their kites?

78. SOMETHING TO WRITE

Kites take long journeys and are likely to have adventures of various kinds. Imagine you are a kite which took an interesting journey. Write a short story telling where you flew and what became of you.

79. WORDS TO WATCH

Flew—Flown

Practice saying these sentences aloud. Notice that the word ***flown*** is always used with a helper; such as, ***has, have,*** or ***had.*** The word ***flew*** never has a helper.

1. The kites ***flew*** together in the air.
2. They ***have flown*** together all day long.
3. Suto's kite ***flew*** near the cherry tree.
4. Choo's kite ***flew*** close to Suto's.
5. Where ***has*** your kite ***flown,*** John?
6. My kite ***has flown*** away, Mary.

For Home and School

You have made a toy, or something else with which you have good times; as, a kite, a windmill, an airplane, a ball, a sled.

Bring to school something which you have made. Go before your class and explain how you made it. First, name the materials and tools that you used. Then tell how you put the materials together. In this way you can teach one another how to make many interesting and useful things.

80. USING *I HAVEN'T* CORRECTLY

In this exercise the first pupil turns to the second and says, "I haven't any pencil. Name something which you haven't." The second pupil answers, "I haven't any book." Then, turning to a third pupil, the second pupil says, "Name something which you haven't," and so on around the class. Watch out for *ain't* and *ain't got* in your sentences. These expressions may try to slip in where they should not be.

81. LETTER WRITING

Read this letter:

121 South Crest Avenue
London, Ohio
March 21, 1925

Dear Allen,

How is the pup we sent you? Is he as full of mischief as my Bob? Bob made trouble for us the other day. Fred and I had two big kites. We

were waiting for good windy weather. This morning there was a strong wind and we rushed to the porch to get our kites. Bits of them were all over the back yard. The tail of Fred's kite was in the apple tree. Bob was rolling on the grass, with his head and front feet through my kite. The tail of it was around his body. Wasn't that a good joke on us? Write and tell me more about Tricks.

Your friend,

Jack

What interesting things did Jack tell Allen in this letter? Does it read like a story? Jack writes as if he were talking to Allen.

Did Jack place the parts of his letter correctly on the paper? Did he punctuate each correctly?

Tell why each capital letter is used. Find a contraction. How is it spelled? Find a possessive. Tell how it is written.

For Practice

Write a letter to your teacher telling her about a pet which you have. Perhaps your pet did a funny trick. She would enjoy hearing about it. Make your letter read as if you were talking to her. If you have no pet, tell about the kind of pet you would like to have, and why you would like to have it.

Ask your teacher to choose three of the best letters which she receives and read them aloud to the class.

Which one will you keep for your class book?

82. FOR REVIEW

Making Sentences

Imagine you are a bird flying in the air. On the blackboard write sentences in which you tell what you see. If you use a series, be sure to punctuate it correctly. Remember to use the word and but once in your series.

Writing Contractions

Little bird, little bird, who'll guide thee
Over the hills and over the sea?
Foolish one! Come into the house and stay
For I'm very sure you'll lose your way.

LYDIA MARIA CHILD

Make a list of the contractions used in this stanza. Beside each contraction write the word or words for which it stands.

Write the stanza from dictation.

A Drill

In rapid drill around the class each of you in turn may use a sentence in which there is one of the following expressions:

There is not	There isn't	Isn't there
There are not	There aren't	Aren't there

83. LEARNING TO USE THE DICTIONARY

You have learned how to arrange words alphabetically according to their first letters. If you wish to use a dictionary you must learn to find words arranged alphabetically not only according to their first letters but also according to all their other letters.

I. The words in the following lists are arranged alphabetically according to their first letters. Arrange them alphabetically according to their second letters. As you dictate them, a classmate will write them on the board.

always	dear	first
ache	don't	farm
among	dinner	fern
again	duck	forty
able	dyeing	fanciful

II. At your seat, arrange these words alphabetically according to their first and second letters: two, Tuesday, tear, tired, through, truly, said, sure, separate, since, some, straight

84. BETTER SPEECH

Pronunciation

Pronounce these words for a few minutes to-day. Say them slowly but clearly.

every	arithmetic	moments
forget	kettle	geography

spelling	potato	drowned
history	fellow	different

Use each in a sentence.

A Game

Guess the Word

Play this game with the words in the Better Speech list.

Leader. I have chosen a word. Guess it, Tom.

Tom. Is it e-v-e-r-y? (Spells the word.)

Leader. No, it isn't ***every***. Guess my word, James.

James. Is it d-i-f-f-e-r-e-n-t? (Spells the word.)

Leader. Yes, it is ***different***. You are leader, James.

James becomes leader. He chooses a word and the game continues. If the leader does not pronounce correctly the word that is spelled, he is out of the game.

85. WORDS TO WATCH

Saw—Seen

In these sentences notice how the words ***saw*** and ***seen*** are used.

We ***have seen*** many rabbits in our garden lately. Yesterday morning we ***saw*** them in the cabbage patch. Old Rover ***saw*** them, too. As

soon as the rabbits ***saw*** him, they hopped under the wood pile. ***Have*** you ever ***seen*** a dog chase a rabbit?

The word ***seen*** always has a helper, such as, ***have, has*** or ***had***. The word ***saw*** never has a helper.

For Practice

I. For practice in using the word ***saw*** each of you may give a sentence telling about something that you saw at a circus or in a parade.

II. For practice in using the expression ***have seen,*** ask one another these questions:

1. Have you seen a spider spin a web?
2. Have you seen a toad's tongue?
3. Have you seen a sea-gull catch a fish?
4. Have you seen a squirrel hide a nut?
5. Have you seen a woodpecker make the chips fly?
6. Have you seen a rainbow?
7. Have you seen an elephant use his trunk?
8. Have you seen an ant carrying a load?
9. Have you seen a robin pull a worm out of the ground?
10. Have you seen a squirrel jump from branch to branch?

Practice in this way:

Tom. Have you seen a spider spin a web, Mary?

Mary. I have seen a spider spin a web.
(or, I have not seen a spider spin a web.)
Mary (to next pupil). Have you seen a toad's tongue, Alice?

86. A CLASS TALK

Garden Helpers

Do you know about the industrious little plowmen that work for us in our gardens? They are the humble earthworms. In return for their untiring labor, they find food and lodging in the soil which they loosen, turn over, and enrich. Busily they work, boring, burrowing, and pulling into the earth, leaves that lie on the surface. The leaves provide food for the baby plants, which send their roots into the soil. These little workers dig tiny underground tunnels, and drag into them stalks and straws for water-pipes to carry raindrops to the thirsty seedlings.

The word ***industrious*** describes these little plowmen very well. Tell why. Why are they called ***humble*** earthworms? What does ***untiring labor*** mean? What are ***underground tunnels?*** Of what use are the garden tunnels which earthworms make?

Other humble creatures help to take care of our gardens. How does the garden toad help? How do the bees help? How do birds help?

Ask your teacher to tell to you the story of Longfellow's poem, "The Birds of Killingworth." You will learn from this poem many ways in which birds help us.

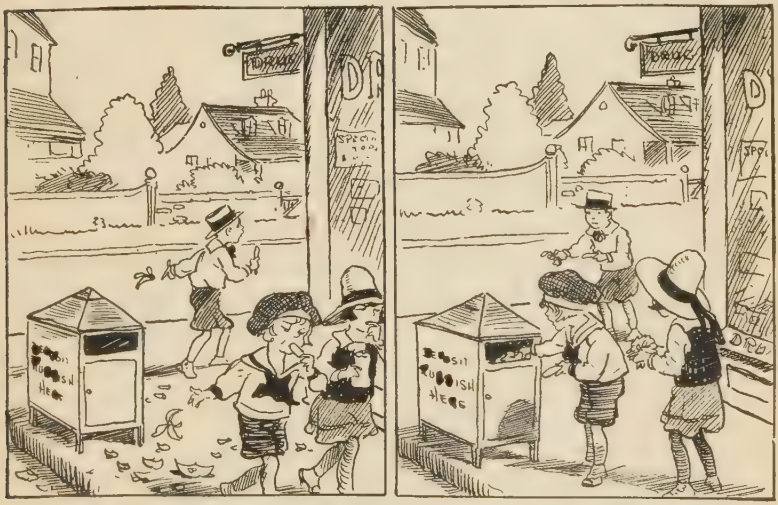
87. LEARNING TO USE NEW WORDS

Show that you have learned the meaning of these words by using them in written sentences:

industrious	humble	untiring
provide	tunnels	seedlings

For Home and School

Keep your eyes open for interesting nature news in the world about you. Your teacher will tell you when to report what you have observed in your garden, in the country, or on your way to and from school.



88. ANOTHER TALK WITH LITTLE CITIZENS

These pictures show the same street corner. Which children are the better citizens? Why?

Are rubbish cans on the main streets of your city or town? Why are they there? Who removes the rubbish? How can children help to keep the streets and sidewalks clean? In what other ways can little citizens help the Street Cleaning Department?

Here are some directions which all boys and girls should know and obey:

1. Do not throw fruit skins or nut shells on the street.
2. Do not throw waste paper on the pavement.
3. Do not make slides on sidewalks or at crossings.
4. Sweep your sidewalks.

Some cities have a Clean-Up Week. That is the time when people look through cellars, closets, yards, barns and throw away all the things which are useless to them.

Who takes this rubbish away? How? Where do you place it so that it can be most conveniently removed?

For Home and School

Find out what is done with such rubbish as rags and paper, old tin cans, pieces of metal, rubber, ashes.

Ask some one at home to help you with this finding out lesson. Your teacher will tell you when to make your report.

89. FOR REVIEW

A Drill

In rapid drill around the class use these words in sentences with the correct word, *is* or *are*:

box	book	windows	pupils
children	pens	blackboard	boy

Use these words again in sentences with the correct word, *was* or *were*.

Writing Conversation

Jack was pleased to find a toad in his garden one morning. He had a friendly chat with his visitor. Here is the beginning of their conversation:

Jack. Good morning, Mr. Toad.
Toad. Good morning, Jack.
Jack. Why did you come to my garden?
Toad. .....

Finish this conversation. Let the toad tell how he helps in gardens. Add as much as you wish to this dialogue.

If you prefer, you may write a conversation between

1. Red Ridinghood and the wolf in the wood.
2. Red Ridinghood and the wolf at her grandmother's house.
3. Mother Hubbard and her dog.
4. Cinderella and her Fairy Godmother.

90. LEARNING TO USE THE DICTIONARY

I. The first two letters of some words are the same. When arranging such words alphabetically, you must think about their third letters.

In these lists are words whose first and second letters are the same. On the board arrange them alphabetically according to their third letters.

man	mantel	lend	stone	stone	flag
mat	letter	letter	string	string	fly
Mary	Mary	lead	stamp	stamp	flower
made	mad	lemon	sting	sting	flute
make	make	lesson	stem	stem	flies
map	map	left	stump	stump	flew

II. At your seat, arrange these words alphabetically according to their first three letters:

solid	tame	barn	acid
grind	grapple	task	banner
baggage	table	some	green
song	active	ground	bat
soap	soft	across	tardy

91. THE SYLLABLE AND THE HYPHEN

Words are made up of one or more parts, called syllables; as, *town, for est, va ca tion.* When writing, you sometimes have room near the end of a line to put only part of your word. If it has only one syllable, do not

divide it. Write it at the beginning of the next line. If your word has more than one syllable, write as many syllables as you have space for. Then place a mark called a **hyphen** (-) at the end of the line. Write the remainder of your word at the beginning of the next line.

Words of one syllable should never be divided.

For Practice

Words having more than one syllable are divided correctly in these lists:

back	mas ter	can dy
Fri day	No vem ber	spring
ev er y	sep ar ate	dif fer ent

How many syllables has each divided word? Write these words from dictation. Divide correctly the words having more than one syllable.

92. LETTER WRITING

Write a letter to a friend telling what you have learned about Clean-Up Week. Your friend would like to hear about the use to which most rubbish is put. Ask him to write and tell you what is done with rubbish in the place where he lives.

Write as freely as if you were talking to your friend. After you have finished, look over your letter to see if you have used correct spelling, capitalization, and punc-

tuation. In case you need to divide a word at the end of a line, break the word at the end of one of its syllables.

Arrange your letters around the room. Vote on the one that you wish to keep for the class book.

93. FOR REVIEW

Spelling

I. On the board write these sentences, using the correct word, *to, too,* or *two,* in the blanks:

1. Tom watched —— little birds trying —— fly.
2. Their wings were —— weak to hold them.
3. They were frightened, ——.
4. The bee is always —— busy —— stop and play.
5. The ant is an industrious little insect, ——.
6. Thanksgiving Day and Christmas are —— favorite holidays.
7. It is never —— late —— mend.

II. Use the correct word, *there* or *their,* in each blank:

1. The Indians brought —— bows and arrows to the village.
2. Squanto stayed —— for several days.
3. My hat is —— on the table.
4. The boys put —— balls into the box.
5. Children must be careful of —— books.

Arranging Words Alphabetically

Fill the blanks in each list with words beginning with the same first two letters as the word which heads the list:

hammer	hear	hill	home	hungry
h———	h———	h———	h———	h———
h———	h———	h———	h———	h———
h———	h———	h———	h———	h———
h———	h———	h———	h———	h———
h———	h———	h———	h———	h———

94. A STORY TO READ

Friendly Aid

One day a mother robin, while searching for food, hurt her wing. She fluttered on the grass, chirping pitifully and looking up at her nest in the apple tree where four hungry little birds were calling to her. She was trying to reach her nest, but the wing was too weak to support her, and she soon fluttered to the ground again.

Ned, who was working in his garden, wondered what he could do to help her. He ran into the house.

"Mother," he cried, "a robin has broken her wing. She has four young ones in a nest in the apple tree. How will her little ones get something to eat?"

"We must think of a plan," said mother.

Ned and his mother went into the garden.

There, still chirping and fluttering about the grass, they saw the robin. And all the time in the apple tree her young ones were calling to her.

Once the mother robin flew to the top of a low bush which stood near. She had something in her bill. But soon she fluttered down to the grass again.

"She is not very badly hurt," said mother. "She has not broken her wing. But she has sprained it. The nest is too high for her."

"She can fly a bit at a time," said Ned.

Then his face brightened and he said, "I know! I know! We'll put a ladder against the tree for her. No one will harm her when she uses it. There is a ladder in the barn."

"We'll try it," said mother. "Come, let's ask the gardener to carry the ladder for us."

Away they went to the barn. Very soon a ladder was placed so that the top of it nearly touched the nest.

The grateful bird was very intelligent. She seemed to understand what Ned was trying to do. Still holding the morsel of food in her mouth, she hopped upon the first round of the ladder. But the wing pained her severely and the next moment she fluttered to the ground. From the nest she heard a continued calling which made her persevere in spite of the painful wing. After several efforts she flew again upon the first step of the ladder. Very slowly, step by step, she made her way to the top. Finally, she flew to the nest, where she received a noisy welcome. Until her wing grew

R. M. BRINKERHOFF

strong, the robin used the ladder as a staircase in going up and down to her nest.

Explain Ned's plan to help this injured bird. Tell about her first effort after Ned tried to help her. What made her finally succeed?

Have you ever heard some one say, "If at first you don't succeed, try, try again"? It expresses the lesson of this story. Tell how.

The title of this story gives a good hint about it. In what way?

Have you made these words your own? Show that you have by using each in a written sentence.

grateful	severely	pitifully
persevere	support	~~fluttered~~
fluttered	continued	plan

95. WORDS TO WATCH

Know — No

1. I *know* how to help the robin.
2. *No* one will harm her.

Which words in these sentences are pronounced alike? Do they look alike? Tell what each means. Learn to spell each. When you use them in your written work, you will make your meaning clear if you spell these words correctly.

Dictation

Study these sentences. Watch the spelling of *know* and *no*.

There are no little frogs in this pond. But I know a place where ten little frogs play. No big frogs come near them. I do not know why.

Write this paragraph from dictation.

96. CHOOSING THE CORRECT WORD

Which word will you use?

Saw or *Seen*

1. Yesterday, I —— a big dog carrying a basket.
2. I had —— him on Monday at the market.
3. The big collie —— his master buy a bone for him.
4. Have you ever —— a collie carrying a basket?

Was or *Were*

1. The big duck —— swimming in the lake.
2. Her little ones —— on the shore.
3. She —— not afraid of the big waves.
4. —— the little ducks afraid?
5. —— you watching them?

Isn't or *Aren't*

1. —— you ready to start, Tom?
2. —— Mary ready?

3. She —— going with us.
4. The other boys —— ready to start.
5. —— you going, boys?
6. —— this fine weather for a kite?

Is or *Are*

1. The robins —— out to catch the early worm.
2. Ten little frogs —— sitting on that log.
3. One frog —— the teacher.
4. What —— they learning?
5. Many baby spiders —— on their mother's back.
6. —— she strong enough to carry them?

97. BETTER SPEECH

Broke — Broken

"The robin ***has broken*** her wing, mother," said Ned.

"How did it happen?" asked mother.

"I do not know how she ***broke*** it," answered Ned.

In this conversation observe the words printed in italics. With which word is the helper ***has*** used?

Always use a helper, such as ***has, have,*** or ***had,*** with the word ***broken.*** Never use a helper with the word ***broke.***

A Question and Answer Game

You have all broken something. Try this question and answer game. It goes like this:

Ben. Have you broken something, Jack?
Jack. I have broken my pencil.
Ben. When did you break it?
Jack. I broke it yesterday.

It is now Jack's turn to question a classmate.

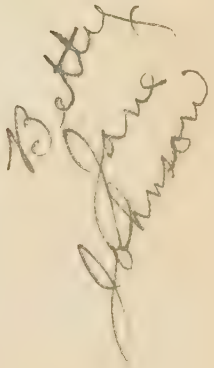
98. A COPYING EXERCISE

I. Copy these sentences. Use in each blank the correct word, ***broke*** or ***broken***.

1. The wind has —— my kite.
2. Last week I —— my skates.
3. Have you —— anything lately, Tom?
4. Has this child —— her doll?
5. She —— it when she let it fall.

II. Make sentences of your own using ***broke*** or ***broken*** in each.

99. A POEM TO ENJOY



Ducks' Ditty

All along the backwater,
Through the rushes tall,
Ducks are a-dabbling,
Up tails all!

Ducks' tails, drakes' tails,
Yellow feet a-quiver,
Yellow bills all out of sight
Busy in the river!

Slushy green undergrowth
Where the roach swim —
Here we keep our larder,
Cool and full and dim.

Every one for what he likes!
We like to be
Heads down, tails up,
Dabbling free!

High in the blue above
Swifts whirl and call —
We are down a-dabbling
Up tails all!

KENNETH GRAHAME

You have watched ducks swimming on a pond. How they love to dabble! Suddenly, they duck under the water and seem to be standing on their heads. Where are these ducks enjoying themselves? What are they doing? What are they searching for with their yellow bills? Tell what the word *roach* means. Describe the ducks' larder.

Compare what ducks like with what swifts enjoy. Which kind of fun would you like the better? Why?

You see pictures when you read this poem. Read words and expressions which help you to do this.

Learn this poem by heart.

100. WRITING A STORY AS A PLAY

A story told by means of conversation and action is called a play or drama. Many stories that you know can be dramatized. Here is one which makes a merry play. Read it through and picture to yourself where the children are; also, think what they said to one another and what happened which made everybody laugh.

A Good Joke

One morning when Mary, Jane, and Alice were gathering violets they heard a cuckoo calling. Jane laughed and said that an old legend declares a cuckoo can tell how long any one is going to live. The person who wishes to know asks, "Cuckoo, how long shall I live?" The bird an-

swers by calling out as many times as the person will live years.

The girls laughed when they heard the story. Then each in turn called out to the cuckoo. He answered Jane's question by calling "Cuckoo" five times. He called the same number of times when Alice asked him how long she would live. But when Mary asked, he called out so many times that the girls declared he was a foolish bird. They determined to drive him away.

They ran toward the bushes, waving their hats. Suddenly out sprang two boys, laughing and calling out, "Cuckoo! cuckoo! cuckoo!" How they all enjoyed the joke!

Here is the same story told in the form of a play.

A Good Joke

Time. Spring
Place. In the Woods
Characters. Mary
Alice
Jane
The Cuckoo (*two boys*)

Jane. Listen! I believe I heard a cuckoo call. (*Two boys who are hidden call "cuckoo" several times.*)

Alice. Where is he? (*Cuckoo calls again.*)

Mary. Hush! He's in the bushes over there.

Jane. Have you ever heard the story that a cuckoo can tell how long you will live?

Alice. How can a cuckoo tell that?

Jane. Ask the cuckoo this question: "Tell me, Cuckoo, how long shall I live?" Then count his calls until he rests. The number will tell you how many years you will live.

Mary. Oh, what fun! Will you call first, Jane?

Jane. Yes, I'll call. Cuckoo, tell me how many years I shall live. (*Cuckoo calls five times. Jane counts.*)

Mary. Five years! Do you think Cuckoo knows anything about it?

Alice. No, I'm sure he doesn't. But it's good fun to hear him call.

Jane. It's your turn to ask, Alice.

Alice. Cuckoo, tell me how many years I shall live. (*Cuckoo calls five times. Alice counts.*) He called five times again. Cuckoo knows *nothing* about it!

Mary. I'll ask. Cuckoo, how many years shall I live? (*Cuckoo calls and all the girls count. He calls and calls until the girls count to one hundred.*)

All the girls. Stop, Cuckoo! We won't count any more. You know nothing about it. Stop! Stop! (*Cuckoo goes on calling.*)

Mary. Let us drive the foolish bird away. (*They run to the bushes. Two boys spring out laughing.*)

Boys. Cuckoo! Cuckoo! Cuckoo! Cuckoo!

Girls. What a joke! (*All laugh together.*)

Where is it customary to write the time when the events take place, the place where they happened, and the names of the characters who take part in the play? This play is a good model to use when writing plays of your own.

Sometimes it is helpful to give special directions to the players. Directions of this kind are enclosed in marks like these (), called a parenthesis; as,

(All laugh together).

101. ANOTHER USE OF THE COMMA

These questions and answers are taken from the play "A Good Joke." You see that the word *yes* or the word *no* forms part of each answer.

1. Will you call first, Jane?
Yes, I'll call.
2. Do you think Cuckoo knows anything about it?
No, I am sure he doesn't.

What mark separates *yes* or *no* from the rest of the sentence?

Yes or *no,* when used as part of an answer, should be separated from the rest of the sentence by a comma.

A Silence Game

Writing Questions and Answers

In this exercise you are not to speak one word. Before beginning you must understand exactly what to do.

One pupil will go to the board and write a question. He will address it to a classmate; as,

Mary, can a frog catch flies?

Mary will write on the board an answer beginning with the word *yes* or *no;* as,

Yes, a frog can catch flies.

The questioner should try to ask interesting questions. If a player writes anything incorrectly, his mistake will be corrected orally. This breaks the silence and scores against the player. How many players scored perfect?

102. WRITING A PLAY

Class Exercise

The Farmer's Helpers

One morning two birds had just finished talking about which one was the more useful to the farmer, when the farmer appeared. Each bird in turn made a speech to him. One bird said that he saved the farmer's crops by eating harmful insects. The other bird boasted about the sweet songs that he sang every morning. The farmer listened to each. When they had finished, he told them that both were useful to him and added that he could not spare either one.

Working together, tell this fable in the form of a little play. Your teacher or a pupil will write on the

blackboard what you dictate. If you wish, make your play longer by letting more than two birds talk to the farmer. Make a good plea for each bird.

The Farmer's Helpers

Time.
Place.
Characters.

103. A COPYING EXERCISE

. Copy from the board the play which you have written together. Keep a copy for your class book. Think of a good plan for choosing this copy.

Suggestions for a Bird Day Program

In your English and reading lessons you have had a number of stories and poems about birds. Wouldn't you like to plan a Bird Day program? The play "A Good Joke" or "The Farmer's Helpers" would make an interesting number. Your practice in planning programs should enable you to arrange one of this kind with very little help from your teacher.

104. WATCH YOUR SPEECH

Went — Gone

The children ***have gone*** nutting. They ***went*** early this morning. I ***went*** as far as the river with them. Tom and Jack ***had gone*** ahead to find the nut trees.

With which word, ***went*** or ***gone***, is a helper used?

For Practice

Read these sentences aloud, using in each blank the correct word, ***went*** or ***gone:***

1. Tom has —— home. He —— yesterday.
2. Last week we —— to the circus. We have —— to the circus many times.
3. The children —— to the pond to skate.
4. Helen had —— to school before I reached her home.
5. Have the boys —— to gather nuts?
6. Had the red cow —— into the barn before you came?
7. See if the horses have already —— to the field.
8. Have the fishermen —— out in this storm?
9. The moon —— behind the cloud. Where have the stars ——?

105. PRONUNCIATION

After your teacher, pronounce these words correctly but slowly. Then pronounce them correctly but rapidly.

library	poplar	twelfth
rolling	harvest	fifth
pupil	privilege	clean
catch	believe	cranberry
again	kept	turnip

Use each word in a sentence.

106. STUDY OF A PICTURE

This picture is a scene of every-day life in Holland, the land of the Dutch people.

In some parts of this country the people wear wooden shoes. Observe how the children in the picture are dressed. They do not wear their wooden shoes indoors. You can tell when the little Dutch children are at home because their wooden shoes stand just outside of the door. Every night before the children go to bed, they scrub their wooden shoes; then they are clean and white, ready to wear the next morning.

Sometimes Holland is called "The Land of Windmills and Wooden Shoes." Tell why.

Holland is a low country bordering the sea. For this reason the people build strong dikes to prevent the sea from flowing over their land. Ask some one to tell you the story about the little Dutch boy who discovered a leak in the dike and by his courage saved his land from a great flood.

107. LETTER WRITING

You see Jan and Katrina in the picture. Write a letter to one of these children telling him or her the kind of fun you have in America. Ask a question about the life in Holland.

It would be fun to exchange your letters and answer them. Take time to find out the answer to the question in the letter which you received.

R·M·BRINKERHOFF

Read your letters in class. Who wrote the most interesting one?

108. MAKING WORD PICTURES

We call some words in our language **picture words** because they help us to make a picture of the person or object we are talking about. Read these two sentences about the same mouse:

1. A mouse nibbled the cheese.
2. A ***little gray*** mouse nibbled the cheese.

The words ***little*** and ***gray*** help you to see a picture of this mouse. ***Little*** helps you to picture his size. ***Gray*** tells you his color. The sentence is more interesting when you add these two picture words.

You are going to make these sentences more interesting by adding picture words. First, read a sentence. Then add to any word which you find there printed in heavy letters, suitable picture words from these lists:

white	silver	large	green
pretty	dark	bright	babbling
shaggy	blue	clear	strong
nimble	interesting	speckled	twinkling
fleecy	gray	monstrous	huge

1. The ***bird*** sings.
2. The ***stars*** are in the sky.
3. The ***squirrel*** ran up the ***tree.***
4. A ***dog*** watches that ***house.***

5. Grandmother read a *story* about a *giant*.
6. Did the *horse* draw the *cart?*
7. The shepherd watches on the *hillside*.
8. A *brook* runs through grandfather's farm.
9. The *sheep* are in the *meadow*.

Read aloud your sentences with the added words.

109. ANOTHER WAY TO WRITE CONVERSATION

Foxes are sly fellows; but they are so well known that every animal is on the lookout for their tricks. One morning a fox who was taking a walk met a hen. Foxes like hens. Read this conversation which took place between them.

The Fox and the Hen

The fox said, "This is a fine morning."

The hen answered, "We are having pleasant weather."

"Which road are you going to take?" he then asked.

"I can't say until I know which road *you* are going to take," replied the hen.

Tell why this hen was a match for the fox.

When telling a story we often repeat the exact words of some one. The repeated words are called a direct quotation. In the first sentence read only the exact words spoken by the fox. These words are a direct quotation.

In order to help us when reading, marks like these

(" ") are placed a little above and just before and after the quoted words. They are called **quotation marks.** Notice that a comma is used to separate the direct quotation from the other words in the sentence. What mark is placed at the end of the sentence? The direct quotation in the third sentence is a question. What mark follows the question?

With what kind of letter does the first word in a direct quotation begin?

For Practice

Read these sentences aloud. Point out the direct quotation in each. Then tell how it is punctuated.

1. The wolf said to Red Riding Hood, "I'll go with you."
2. "Who killed Cock Robin?" asked all the birds.
3. An old proverb says, "Birds of a feather flock together."
4. "Let's go to bed," said Sleepy-head.
5. "A tiny creature like you cannot help me," declared the lion to the mouse.
6. "My flag is sometimes called Old Glory!" exclaimed the soldier.

A direct quotation is enclosed in quotation marks. A direct quotation is usually separated from the rest of the sentence by a comma. Sometimes the sense of the direct quotation calls for a question mark or an exclamation mark.

110. WRITING DIRECT QUOTATIONS

Each of you may express a sentence orally. Your sentence may be a question or a statement. A pupil at the board will write a sentence. In it he will name you as the speaker and repeat in a direct quotation what you said. For example:

Alice (at the seat). I came to school on roller skates.

Jack (at the board). Alice said, "I came to school on roller skates."

You need not use the word ***said*** in all of your sentences. Sometimes use one of these words: ***asked, replied, answered, remarked.***

111. DICTATION

Write from dictation the fable about the fox and the hen.

112. TELLING FABLES

The Boys and the Frogs

One day while some boys were playing near a pond they saw a family of frogs sitting on a large rock in the water.

"See the frogs!" shouted one of the boys.

"Let's stone them," said another.

Soon a big stone splashed into the water. The frogs dived quickly to the bottom of the pond.

An old frog thrust his head above the water and looked at the boys.

He called out, "Boys, please stop! Throwing stones may be good sport for boys, but it is death to frogs."

I. What lesson did the old frog point out to these boys? Name other animals which children tease. If these animals could speak, they would probably plead in the same way as the frog did.

II. Tell this fable as if you were the old frog warning a friend.

113. MAKING YOUR OWN FABLES

I. From the following suggestion, make a fable which teaches the same lesson as "The Boys and the Frogs":

Two boys saw some butterflies flitting about. They decided that it would be fun to catch them in a net.

In your fable tell first where the boys were when they saw the butterflies. Then express the conversation between the boys. Tell last what a big butterfly said in order to stop the boys' sport.

II. Here are suggestions for other fables which teach the same lesson:

1. Some children found a squirrel's cupboard full of nuts. The children talked about the fun they would have with the nuts. An old squirrel made a speech to them.

2. A group of boys saw a bird's nest in a tree. They climbed to it. The bird pleaded with the boys.

3. Two little girls found a garden toad. They planned to have some fun. The toad made a speech which made them change their minds.

Perhaps you can think of other fables not suggested in this lesson. Tell them to the class.

114. WRITING FABLES

Look once more at the fable "The Boys and the Frogs." Study how this fable is written.

When the frog addressed these boys, he used more than one sentence in his speech. Read what he said. Where are quotation marks placed in this direct quotation?

You see that a new paragraph is made each time the speaker changes.

In writing conversation, make a new paragraph each time the speaker changes.

Write the fable which you told in the last lesson. Little children love to hear and read stories about animals. Wouldn't your best fables make a delightful book to give to one of the lower grades for reading?

115. QUESTION AND ANSWER GAME

Your teacher will give you these expressions:

1. a bubble	6. a tulip	11. a thistle
2. a potato	7. a whistle	12. a wagon
3. a lesson	8. a picture	13. a kite
4. a bean bag	9. a ball	14. a flag
5. a horn	10. a leaf	15. an answer

Each of you in turn may respond with one of the following questions. Of course your question should be a suitable one.

Have you ever known one? Have you ever flown one?
Have you ever blown one? Have you ever thrown one?
Have you ever shown one? Have you ever grown one?
Have you ever drawn one?

116. FOR REVIEW

Marjorie and Mrs. Lark

Once upon a time there was a little girl named Marjorie. One morning she grew very tired of her books, her playthings, and her dolls. Off she ran to the meadow to look for something else to amuse her. Soon she saw a bright-eyed lark happily singing on a branch of a wild rose bush.

"Mrs. Lark, have you any young ones?" asked Marjorie.

"Yes, I've three baby birds. They're in my nest down in the clover," said the mother bird.

"Please tell me their names," said Marjorie.

"To be sure I will. Their names are Round Eye, Silver Throat, and Merry Chirp," answered Mrs. Lark proudly.

"Mrs. Lark, I'm tired of my dolls. May Round Eye, Silver Throat, and Merry Chirp come home with me? I should like to play with them," pleaded Marjorie.

"Have you any sisters and brothers, little girl?" asked Mrs. Lark sternly.

"Yes, I've a little brother and a baby sister," Marjorie answered.

Mrs. Lark cocked her head on one side and asked, "May your little brother and baby sister come and stay with me in the meadow?"

"No, Mrs. Lark! They are mother's children! She couldn't spare them! I'm sure they wouldn't like to live away from home!"

Mrs. Lark laughed merrily and said, "Neither would my babies like to leave their nest. I hear Merry Chirp calling me. Good-by, little girl."

And off to her nest flew the mother lark.

How did Mrs. Lark feel when Marjorie wanted her birds for playthings? What lesson did Mrs. Lark try to teach Marjorie? With whom do you sympathize in this story? Why?

Tell why each capital letter is used in the story. Point out two uses of the period.

Find an exclamation mark and explain its use.

This story reviews four different uses of the comma. Find the commas and point out the use of each.

Read sentences in which there are direct quotations. How are these direct quotations written and punctuated?

Tell where apostrophes are used in the story. Explain why each apostrophe is used.

117. STORY WRITING

Using "Majorie and Mrs. Lark" as a suggestion, write a story about a conversation which took place between the following:

A little boy and a mother rabbit.
A little girl and a mother cat.

Write your story in the form of a little drama, if you wish.

Compare this with some of the first stories which you put into your class book. Does this story show improvement? in what way?

118. TESTING YOUR SPEECH

Fill the blank in these sentences with the correct word:

come or came

1. The bluebirds have —— from the South.
2. They —— back last week.
3. Many other birds have ——, too.
4. A bluebird has —— to our garden every morning this week.

flew or flown

1. Yesterday my balloon —— away.
2. Before I saw it, it had —— over the tree.
3. A long string —— with it.
4. Where has your balloon ——?

broke or broken

1. Have you —— your fishing rod, John?
2. Yes, I —— it last week.
3. Who has —— this pencil?
4. Some one had —— it before I used it.

did or done

1. "Who —— this work?" asked father.
2. "I —— it," answered the lad.
3. "You have —— it well, my boy," he said.
4. No one could have —— this work better.

may or can

1. —— I sail this boat on the pond?
2. Yes, you —— sail your boat.
3. —— I put this robin back into its nest?
4. You ——, if you —— climb the tree.
5. —— we sing "America"?
6. Yes, if you —— remember the words of each stanza.

119 STUDY OF A POEM

Every citizen of our country respects, honors, and loves the American flag. In this poem the poet tells

us what the flag stands for and what it should mean to every boy and girl in America. Read the poem.

Hats Off!

Hats off!
Along the street there comes
A blare of bugles, a ruffle of drums,
A flash of color beneath the sky:
Hats off!
The flag is passing by!

Blue and crimson and white it shines
Over the steel-tipped, ordered lines.
Hats off!
The colors before us fly;
But more than the flag is passing by.

Sea-fights and land-fights, grim and great,
Fought to make and save the state:
Weary marches and sinking ships;
Cheers of victory on dying lips:

Days of plenty and years of peace;
March of a strong land's swift increase;
Equal justice, right, and law,
Stately honor and reverend awe;

Sign of a nation, great and strong
To ward her people from foreign wrong;
Pride and glory and honor, all
Live in the colors to stand or fall.

Hats off!
Along the street there comes
A blare of bugles, a ruffle of drums;
And loyal hearts are beating high:
Hats off!
The flag is passing by!

HENRY HOLCOMB BENNETT

The last line in the second stanza says, "But more than the flag is passing by." Think what this line means as you read again the three following stanzas. In the last stanza, which line expresses how people feel when they see the flag? In what other ways do we show respect and love for our flag?

On what holidays of the year should flags float from all public buildings?

120. MEMORIZING A POEM

Read the first stanza together several times. Think of the picture it describes. Close your books and try to recite it. If necessary open your books and read silently the stanza again. Once more try to say it aloud. Study each stanza in this way until you can recite the whole poem.

For Home and School

Find out and report to your class the proper way to hang flags for decorations. Make blackboard drawings to illustrate your explanations.

121. LETTER WRITING

Write a letter to your teacher telling her about one of the following:

1. What you enjoyed most while you were in the fourth grade

2. What kind of vacation fun you are planning to have
3. What work you expect to do during the summer
4. A good plan for your class book

This will be your last letter written this school year. Make it your best.

SUMMARY OF RULES

Guides for Oral Composition

1. Choose something interesting to tell.
2. Know well what you are going to say.
3. Use an outline. It will help you to tell in the proper order what happens.
4. Group in one paragraph the sentences that tell about the same part of the story.
5. Do not use too many ***and*s.**
6. Stand squarely on both feet.
7. Speak clearly and distinctly.

Good Form in Writing

Uses of Capital Letters

Every sentence should begin with a capital letter.

Each word in the name of a person should begin with a capital letter.

An initial used in place of a person's name should be a capital letter.

A title of respect and its abbreviation used with a person's name should begin with a capital letter.

The word *I* is always a capital letter.

The name of each day and of each month should begin with a capital letter.

The name of a holiday should begin with a capital letter.

The name of a street, a school, a city, a state, and of any other particular place should begin with a capital letter.

The first word in every line of poetry should begin with a capital letter.

The first word and every other important word in the title of a composition or of a book should begin with a capital letter.

Every word which names or refers to *God* should begin with a capital letter.

The first word in a direct quotation should begin with a capital letter.

Uses of the Period (.)

A period is used at the end of a statement.

A period is used after an initial.

A period is used after an abbreviation.

Use of the Question Mark (?)

A question mark is used after a question.

Use of the Exclamation Mark (!)

An exclamation mark is used after a word or a sentence which expresses strong feeling.

Uses of the Comma (,)

A comma is used after the name of a person addressed or the expression by which he is addressed.

A comma is used after *yes* and *no* when they are used as part of an answer to a question.

A comma is used to separate words in a series.

A comma is used to separate a direct quotation from the rest of the words in the sentence.

A comma is used to separate the name of a city or of a town from the name of the state.

A comma is used to separate the day of the month from the year.

A comma is used in headings, salutations, and endings of letters.

Uses of the Apostrophe (')

An apostrophe is used in a contraction to show where a letter or letters have been omitted.

An apostrophe and s are added to a person's name to denote possession.

Use of Quotation Marks (" ")

Quotation marks are used to enclose the words of a direct quotation.

Use of the Hyphen (-)

A hyphen is used at the end of a line when, for lack of space, part of a word must be written on the following line.

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